09/681784 - EAST

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S27	0	learnshare.as.	US-PGPUB; USPAT; USOCR; EPO; JPO; DERWENT; IBM_TDB	OR	OFF	2005/06/29 07:09
S28	0	intelink.as.	US-PGPUB; USPAT; USOCR; EPO; JPO; DERWENT; IBM_TDB	OR	OFF	2005/06/29 07:09
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09/681784 - EAST
TAGGED LIST (READ ALL)

	Document ID	Title
1	US 5416694 A	Computer-based data integration and management process for workforce planning and occupational readjustment
2	US 6070143 A	System and method for analyzing work requirements and linking human resource products to jobs
3	US 6149441 A	Computer-based educational system
4	US 6164974 A	Evaluation based learning system
5	US 6266659 B1	Skills database management system and method
6	US 6587668 B1	Method and apparatus for a corporate education system
7	US 6591246 B1	Automated skills program
8	US 6615182 B1	System and method for defining the organizational structure of an enterprise in a performance evaluation system
9	US 6652283 B1	System apparatus and method for maximizing effectiveness and efficiency of learning retaining and retrieving knowledge and skills

Dialog search for 09/681784 Learning Solutions

Set Items Description
S1 6431 (CAREER OR JOB OR EMPLOYEE OR EMPLOYER OR WORKFORCE) AND (TRAIN OR TRAINING) AND (CLASSROOM OR LECTURE) AND (ONLINE OR VIDEO OR OJT OR ON-THE-JOB) AND (HUMAN(1W)RESOURCES)
S2 1440 S1 AND PD<20001201
S3 20 S2 AND (EMPLOYEE OR EMPLOYEES)(2W)(SELECT OR SELECTS OR PREFER OR PREFERRED)

? t s3/full/1

3/9/1 (Item 1 from file: 13) DIALOG(R)File 13:BAMP (c) 2005 The Gale Group. All rts. reserv.

00706487 Supplier Number: 25754093 (THIS IS THE FULLTEXT) Why Online Learners Drop Out-- And What You Can Do About It (It is important for trainers to realize that online learning does not work for all types of people) Managing Training & Development, n 07, p 1,13-14 July 2000 DOCUMENT TYPE: Newsletter ISSN: 1526-7164 (United States) LANGUAGE: English RECORD TYPE: Fulltext WORD COUNT: 933

TEXT: Some training departments have now had enough time and experience with online learning to really assess its effectiveness. As a result, its promise has dimmed as training managers realize that e-learning doesn't work for all users and that all learners are not staying the course, so to speak. In fact, a GartnerGroup (Stamford, Conn.) study at the end of 1999 ranking e-learning against instructor-led classroom training found online learning wanting in all areas except cost-effectiveness (see figure).

Does e-Learning Really Work?

e-Learning Avg.	Instructor-Based Avg.	Rating	Rating
Business goals met	4.5	5.0	
Learning occurred	5.5	6.5	
Observable change in behavior	6.5	5.5	
Cost effectiveness of a course	9.0	4.0	

Note: Table from bar graph. (Source: The Gartner Group)

Nevertheless, some organizations are embracing Web-based training because their management wants it or they've heard it's cheap and easy--after all, employees can learn at home, right? They can, but will they? If not, what can you do about it?

The problems with online learning. If you want to figure out how an online learning (OLL) initiative will work for your training programs, ask the users. Seems simple enough, but many training managers overlook this in their haste to offer the new, new thing. To illustrate the importance of this pre-OLL investigation, Eric Parks, Ph.D., president and CEO of Ask International (Fair Oaks, Calif.), conducted an informal focus group among training directors attending his presentation at June's Training Directors' Forum in Phoenix. "User attitude is an important indicator of the success of online learning," Parks noted.

The results of this test brought home an important message: There are lots of reasons why OLL fails and training managers participating in this practice focus group were as vocal as your learners might be about why online training wouldn't work:

Too little time. Participants lamented that they work long hours already and have no time to study at night. Even if there's time to do the training at work, there are too many interruptions.

Not apriority. This is especially true of sales people, who perceive that if they're not selling, they're not producing. Even training managers complained that their real work was too important to interrupt and that the catalyst for embracing OLL would be that they had a critical need for the training. Insufficient equipment. Unless your learners have state-of-the-art computers at work and at home, you'll have problems selling OLL. It takes about 50 seconds for most corporate Web sites to load, Parks commented. That's too slow for most learners who are pressed for time and expected to be productive.

No help for the lost and confused. If learners can't make the OLL work, you've lost them. Period.

What you can do: Adopt the distance learner's Bill of Rights. Launched correctly, online learning has rich potential. To get you started in the right direction or to help you retool your existing OLL initiative, use Parks's 10 best practices as your guide.

1. Use the "three clicks rule." You should plan your online training so that you have engaged the learner in no less than three clicks, says Parks. This means your content must be challenging, interesting, and contain dynamic content. If you're purchasing hosted OLL, test it to make sure it complies.

2. Speed thrills. Label your site with what browsers are compatible and the recommended access speed. Do not tell users that your site works with a 28.8 model when you really need a T1 line, Parks warns.

Again, if you're using a training vendor, test your internal bandwidth--vendors will tell you pretty much what you want to hear about what works when.

3. Warn users about plug-ins. Plug-ins are notorious for their tendency to jump to their home site to get updates automatically, Parks noted. Warn your learners if they need plug-ins, if their systems need to be restarted, and how they get back into the training if they're kicked off due to a reboot.

4. Give them a human. The human feedback option reduces OLL attrition from 48% to 16%, according to Parks. This is a live person to whom users can pose questions.

5. Give trainees an engaging learning experience. Avoid a lot of scrolling and long text passages that require the learner to read page after page with no interaction, Parks advises. " Online learning can be like having too many cakes for dessert. Give learners a break; some variety. Get them off-line from time to time." 6. Give users a site map and on-the- job access. Done properly, says Parks, your OLL manual can become a post- training reference source that becomes a performance support tool. Using the site map, users can easily click to the part they need.

7. Give them substance, not sizzle. Use case examples that tell a story and make training exercises relevant to users.

8. Provide incentives to learn. There has to be an answer to the "What's-in-it-for-me" question that's related to the learner's job or future career. Training exercises should tell a story that applies to users.

If the reward for training is an advanced certification, Parks recommends that you call it "qualification" testing instead--it's a better message for learners.

9. Build a learning community. Employees tend to prefer classroom training for a reason-the human connection it provides. You can offer the same nurturing environment with OLL via e-mail, threaded discussions, or Internet chats. All of these methods allow users to commentand respond to each other. 10. Articulate your e-learning values. This is the most important factor in a successful OLL program, says Parks. You should be able to tell senior management and your CEO in 30 seconds or less how OLL is important to them, you, and the company; how it will benefit customers, shareholders, and suppliers.

To contact Parks, e-mail eric.parks@askintl.com or call 916-536-1276.

For more information, please contact IOMA Subscriber Services,
212-244-0360
fax: 212-564-0465
email: subserve@ioma.com. Visit our Website at www.ioma.com.

3/9/6 (Item 6 from file: 13)

DIALOG(R)File 13:BAMP

00593936 Supplier Number: 24433028 (THIS IS THE FULLTEXT) Oracle: Integrating information and instruction for custom learning (Article discusses Oracles corporate university for employee training) Article Author(s): Kenyon, Henry S

Corporate University Review, p 22,50-51
November 1998

DOCUMENT TYPE: Journal ISSN: 1078-8638 (United States)
LANGUAGE: English RECORD TYPE: Fulltext; Abstract
WORD COUNT: 1139

ABSTRACT: The main motivation behind the creation of the Oracle University is to coordinate the training efforts of the company's widely dispersed business units. The business units still has a director of training delivery and its own regional classroom infrastructure, however, all course offerings and classes could be accessed and are conducted over the Virtual Campus. The Virtual Campus serves as a host for a collection of databases and supporting software. It is capable of assessing skills and has a curriculum mapping system, which allows managers to monitor employee training activities and progress. The Virtual Campus is where employees could select which training program and which medium they want to participate in. Its other features include tests and personal assessments, immediate feedback on test results, and study guide for remedial needs. The secondversion of the Virtual Campus is compatible with all of Oracle's database products. A prototype electronic performance support system for curriculum development was implementedand it features the use of reusable content objects.

TEXT:

By Henry S. Kenyon

Oracle Corp. is the world's second-largest software company and the leading global supplier of software for information management. The Redwood Shores, Calif.-based firm specializes in database and enterprise management software for large corporate and government clients.

A far-flung concern with 36,000 employees in 140 countries, Oracle is divided into five geographic divisions: Americas, Europe, Middle East and Africa (EMEA), Asia Pacific and Japan. One of the first companies to implement its model of software management through network computing (databases and related products), Oracle is also the first major software firm to make full-featured products available electronically on the Internet. Like any large organization with operations spread across a wide area, coordinating training among the firm's business units became a special concern. There was no single point of entry for employees, which led to confusion when it came to choosing career -appropriate training , says Rob Harris, director of human performance technology at Oracle University.

Harris notes that when he joined the company, consulting and sales training were in their own development group, but the delivery infrastructure for training was in a separate unit. The idea to combine these entities under one roof precipitated a company-wide summit in September 1997 that brought together the heads of all of Oracle's business units.

photo omitted

The result was Oracle University. Harris describes the corporate university as a superstructure over business units' regional training delivery infrastructures. Each of the divisions still has its own director of training delivery and its own regional classroom infrastructure, but all course offerings and classes are conducted through the Virtual Campus.

Virtual Campus

Launched in November 1997, and Utilizing Oracle's robust corporate intranet, the Virtual Campus was originally implemented as a way to deploy web-based training to employees worldwide, says Harris. But he adds there's more to it than just training delivery.

A collection of databases and supporting software, Virtual Campus works on several levels as a course delivery system and a knowledge management system. It features skills assessments and curriculum mapping systems, where managers can track employee training activities and progress through built-in administrative functions. The Virtual Campus is also the repository for all course descriptions available to Oracle employees worldwide.

Easy access

Despite the complexity of its inner workings, the goal of OU's Virtual Campus is to make life easier for employees when they need training . Access to all training in an employee 's division can be found on the Virtual Campus.

The process is designed to be seamless to employees, Harris says. For example, he notes that Oracle employees anywhere in the world can log on and search for courses based on their job or their recommended curricula. Once they've found the desired description, they can simply click a link, and the system will either take them to web-based training , an order form for an instructional videotape, or to the registration process for a divisional classroom . "We wanted to deploy a common storefront for all employee training ," Harris explains.

Courses are geared for 50 different career roles within Oracle. Classes cover everything from how to use popular software packages to Java programming and soft skills. Learners also have access to career advancement and educational guides and can search for courses based on different criteria, such as job requirements or availability.

More than 1,000 courses are offered, of which 380 are intranet-based. More than 50 are internally generated, while the rest are off-the-shelf products provided by 16 vendors partnering with Oracle, says Kathleen Corcoran, OU's manager of learning technologies.

Course material can be ordered online and mailed to employees on CD-ROM, video tape or diskette. "We really try to run the gamut of different delivery types," Corcoran says. The system includes tests and personal assessments, provides instant feedback on test results and offers a study guide for remedial needs.

Version 2 of Virtual Campus is preparing for release at press time. The upgrade makes the software's features fully compatible with all of Oracle's database products, says Harris. Version 2 will add new functionality to the system by consolidating all learner metrics in a data warehouse, he says.

Furthermore, work is in progress on Version 3. Harris says this upgrade will actually be an internal application of Oracle's HRMS Release 11 product. It will allow the same database that stores employee information to house training registration material for classroom and web-based courses while tracking required competency and skill levels.

"This provides an integrated system that allows us to come up with a competency-based curriculum system," Harris says.

OU has also implemented a prototype electronic performance support system (EPSS) for curriculum developers. The system features the use of reusable content objects (RCO's). These are small chunks of learning content that can be combined with each other to form custom "learning paths." Each RCO also has attributes describing what it is and what it contains. This information is stored in a "metafile" that provides a record of all of the RCO's attributes, says Harris. The goal of this project is to create a system for content and curriculum sharing utilizing Oracle's new reusable content object strategy so that learners can assemble their own learning, he says.

But having learners assemble their own training means they need to be given enough options within their own career tracks to be able to assemble learning based on what they need to know for their jobs. Harris cites the example of sales people whoonly need conceptual information for their jobs. Because of this requirement, they wouldn't have to sit through technical courses unless they needed it. The goal is to give employees the knowledge they need to carry out their specific jobs when they need it, he says.

Harris adds that this is part of the grand vision OU is working for -- the convergence of informational and instructional systems. "We're looking for everybody in the company -from the highest executive to the lowest administrators -- to understand the company vision and be able to articulate it clearly. To do that, we've got to consolidate all this information space and integrate informational and instructional systems" he says. In the near future, Harris feels that OU and corporate universities in general need to be headed toward integrating with HR software technology to create comprehensive systems that range from hiring, performance management, retention and skills development to career management and work force planning.

"We have to connect employee competencies and skills to real jobs that match business needs. It's about performance," he says.

Corporate profile

Oracle Corp. is the world's leading supplier of software for information management and the world's second largest software company. With annual revenues of $7.5 billion, the firm offers its software products, along with related consulting, education and support services in more than 140 countries globally. The firm employs 36,000 people globally.

Oracle develops and markets a family of database servers for data management; Developer/ 2000, Designer/2000 and Discoverer tools for developing enterprise-wide, client/server and network applications; and Oracle Applications, packaged client/server solutions for business operations.

COMPANY NAMES: ORACLE CORP
COMPANY DEPARTMENT NAME: Human Resources
INDUSTRY NAMES: Software
PRODUCT NAMES: Prepackaged software (737200)
CONCEPT TERMS: Training
GEOGRAPHIC NAMES: North America (NOAX); United States (USA)

3/9/7 (Item 7 from file: 13)
DIALOG(R)File 13:BAMP

00585855 Supplier Number: 24312217 (THIS IS THE FULLTEXT)

CBT meets banks' diverse training needs (Training professionals in financial services industry are turning more and more to CBT to meet diverse training needs)

Corporate University Review, v 6, n 4, p 34-36
July 1998

DOCUMENT TYPE: Journal ISSN: 1078-8638 (United States)
LANGUAGE: English RECORD TYPE: Fulltext; Abstract
WORD COUNT: 1264

ABSTRACT:

Training professionals throughout the financial services industry are relying on computer-based training (CBT) to meet their diverse training needs, which include supplementing the knowledge of MBAs with concepts of foreign exchange derivative trading and teaching experienced managers about specific applications and products new to the financial service practice. They believe that CBT programs are effective and affordable training tools that could best meet the needs of tellers, mid-level managers, their administrative staff, and even senior executives, and are most valuable in an international environment where language skills may be a key factor in the success of any training . Some of the banks that have already adopted CBT and gained in the process include: InverWorld (San Antonio, Texas), a Latin American investment bank which used a CD-ROM program to allow the Mexican bankers to study their own pace and be confident in their abilities; and The Bank of China, which purchased CBT Worldwide's courses to translate into Mandarin the voice-over clips for the benefit of its staff who have limited English skills. Article discusses how CBT should be adopted.

TEXT:

Mary Wilson, learning practitioner at First Union's First University, is a CBT convert.

At a recent conference, she reported that computer-based training has reduced First Union's average teller training time by 50% -- and the majority of users preferred CBT to instructor-led training . In fact, during a beta test, users didn't want to stop, so the designers built in commands like "Take a break!"

Wilson's not alone in her enthusiasm. Training professionals throughout the financial services industry are increasingly turning to CBT to meet their diverse training needs. Speed of training is just one reason; the other is CBT's flexibility. Computer-based programs are proving to be effective and affordable training tools not only for tellers, but mid-level managers, their administrative staff and even senior executives.

New training challenges

Banks have long had training programs for the "almost-right" person, but in today's super-heated hiring environment, it's become even more critical.

* The newly graduated art history major who has never heard of risk must be brought up to speed quickly on banking vocabulary, practices and regulatory requirements.

* MBAs with excellent math and analytical skills still need to learn the concepts of foreign exchange derivatives trading.

* Experienced managers from other industries must be taught about specific applications and products unique to the financial service practice.

* Survivors of continual waves of acquisitions and consolidations require cross- training to assume new or added responsibilities.

In addition, banks have become much more geographically diverse and ever more global in scope. Judy Winestone, manager of distributed training at the Canadian Imperial Bank of Commerce (CIBC), explains that the geographic dispersion of 1,400 branches and offices throughout Canada required some creative processes for delivering learning.

For more than five years, CIBC's 13 employee development centers across the country have included a self-study room where employees can access technology-based training away from their office. For those who prefer the convenience of learning at the office or at home, this service includes a central lending library that provides learning programs in every possible format (CBT, video , audio, CD-ROM, Internet and intranet). These materials are available to employees on request anywhere in Canada. Where required, CD-ROM and interactive video programs are shipped along with laptops and desktop IVI computers in specially designed shipping cases.

"Easy access to self-study programs lets employees select the program they need, when they need it," Winestone explains. "They don't need to wait for a scheduled classroom course. And now we're getting fewer requests for a laptop computer because more and more people have easy access to computers with CD-ROM drives."

photo omitted

Bridging language gaps

CBT is particularly helpful in an international environment where language skills may be akey factor in the success of any training .

InverWorld, a Latin American investment bank based in San Antonio, Texas, wanted to bring managers from its Mexico banks to headquarters for an advanced seminar on fixed income derivatives. As a prerequisite, it sent them a fundamentals course, "Market-Based Interest Rates: Concepts and Structure," part of a financial education series developed by CBT Worldwide in Mamaroneck, N.Y. The CD-ROM program allowed the Mexican bankers to study at their own pace and arrive at the seminar with a firm grasp of the prerequisites and confidence in their ability to participate, according to CBT Worldwide's Philip Giles.

The Bank of China was so impressed with the advantages of multimedia training that it has purchased CBT Worldwide's courses and translated into Mandarin the voice-over clips highlighting the key points. Granger Qi Ge, manager of the Economics Research Department at the bank's New York branch, explains that while younger managers became fluent in English in the course of their university training , senior managers, such as general managers at provincial branches of the Bank of China, have limited English skills. Students will work through the program on individual computers in a supportive seminar environment.

Classroom complement

One major U.S. bank (bank policy prohibits the use of its name) decided in late 1995 to open a learning center to complement its classroom training . It now has a steady stream of customers who use multimedia-based training for pre-course and post-course classroom work as well as in stand-alone modules.

"These tools do not necessarily replace the classroom ,"the training director comments, "but they add greatly to the offerings for our internal customers. Multimedia tools are improving every month, and CBT will replace more aspects of classroom training . Knowledge transfers such as accounting lend themselves to computer-based training ." Indeed, many of the bank's CPAs, for example, use computer-based products to fulfill continuing professional education requirements, and employees at all levels can use CBT to fill internal and external CE mandates.

Taking training deeper

CBT's affordability and applicability to different employee groups is enabling banks to push the training envelope.

This year, Al Mason, senior vice president and director of training and development at Norwest Investment and Insurance Services, Minneapolis, intends to extend formal training to assistants who are new to the trading desk.

"The turnover and critical mass of people moving into these positions is low," he explains, "so it's not feasible to offer a regular training program. CBT enables us to offer training in key subject areas when these people come in, and it seems to suit a variety of different learning styles. The program will be particularly useful for training individuals who are new to the business or who lack background in the securities industry."

photo omitted

Like other industries, banking utilizes CBT to beef up employees' general business skills. Non-college, entry-level workers improve their basic literacy and numeracy skills as well as computer skills. Mid-level employees study ways to make more effective presentations, improve their accounting skills. and extend their training in work-related subjects. Senior staff use it to improve their coaching, team building, leadership and computer skills.

For executives, the privacy that CBT affords is a definite plus. The development manager of a New York-based financial firm who uses multimedia products for multilevel learning says that the opportunity to do independent study appeals to managers who need to fill in gaps in their knowledge, but do not want to publicize this by joining a class with their subordinates.

photo omitted

Success secrets

Is there a single secret to the successful adoption of computer-based training ? Good design is essential, according to Anita Zeldin, vice president in Citibank's Global Markets training area.

"I'm a vendor's nightmare -- I pass on 90% of the stuff I see because it's poorly designed. Some of it is boring. You can't just take something and put it on a disk. I look for programs where the content is good, the interface is good, it's truly interactive and anticipates and analyzes student responses. The best of this software recognizes different levels of learning, and is flexible enough to meet diverse training needs."

Mark MacLaren, president of Toronto's MacLaren Group, which helps financial firms implement CBT, was an early adopter of computer-based training software. He says a stumbling block is often not the courses themselves, but getting people to use them. He advocates using "a carrot and stick and a calendar" for effective implementation.

"Getting management to kick butt is not enough," he remarks. "Self-development through CBT requires discipline and support."

To that end, MacLaren believes it is essential to make training convenient.

"People don't like to travel between buildings," he observes, so he recommends putting a learning center in every building. Norwest, for example, makes CBT courses available both in a "library" near the institutional traders' desks and for checkout to the sales force.

There's no magic bullet, Zeldin and MacLaren conclude. Certainly, CBT will not replace all other training tools. But the attractive interactive format of today's best multimedia programs, plus their cost-effectiveness and flexibility, points to a bright future for computer-based training in financial services.

COMPANY DEPARTMENT NAME: Human Resources ; Information Technology
CONCEPT TERMS: Training

3/9/8 (Item 8 from file: 13)

00572421 Supplier Number: 24183718 (THIS IS THE FULLTEXT)

Multimedia: Better Supplement Than Substitute

(Recent studies have found that while US companies still rely on classroom instruction as their preferred method of employee training , use of multimedia technology is increasing)

Article Author(s): Eline, Leanne

Technical Training, v 9, n 2, p 6-7
March 1998

DOCUMENT TYPE: Journal; Survey ISSN: 1047-8388 (United States)
LANGUAGE: English RECORD TYPE: Fulltext; Abstract
WORD COUNT: 1535

ABSTRACT:

Presented are the advantages of using multimedia as a training tool. Multimedia trainings would be able to: teach users of any level; let the users pace learning themselves; give great presentations in all subjects; bring in more experts at the student's disposal; provide a "creative" learning experience; encourage students to study beyond the subject assigned to them; allow students to participate in team-solving activities; and create a portable classroom . One company that benefited from multimedia trainings is CSX Transportation. Twelve thousand CSX employees were certified in areas of environment, safety, operating rules and hazardous materials through multimedia trainings. The training was available twenty-four hours a day and had a high level of scheduling flexibility which would have been impossible and too costly had the traditional classroom instruction method been applied.

TEXT:

Using multimedia for training allows instruction to take place anywhere, anytime, at any speed. So why are so many companies still sticking with stand-up, classroom instruction? Perhaps a happy medium is the answer.

Although the majority of U.S. companies still rely on stand-up, classroom instruction as their preferred method of employee training , recent studies on training methods indicate that the use of interactive multimedia in training is increasing. Trainers find multimedia a more attractive training tool as the technology improves and they learn to better identify how various media options support the transfer of skills through training .

A 1997 study of Fortune 250 manufacturing, professional services, technology, and consumer industry firms conducted by management consulting service firm Deloitte & Touche found that in spite of decreased technology costs, the use of interactive multimedia training programs is considerably lower than that of standard classroom instruction. Significantly limiting the firms' use of technology is the fact that " training staffs do not seem adequately prepared to take full advantage of innovative technology," says Robert Cooper, a director of Deloitte & Touche's Human Resources Strategies Group.

Another 1997 survey conducted by the human resources arm of the RIA Group showed that even though most of the 100 Fortune 1000 company trainers surveyed think that interactive multimedia-based training will more than double as a corporate education tool by 2000, technological problems are hindering much of their progress for now. Among the current obstacles to multimedia-based training : lack of equipment, hefty investments, bandwidth limitations, and constant maintenance of systems.

Even so, trainers still anticipate a significant shift to computer-based training solutions in the near future. Eventually, multimedia-based training may even unseat the traditional classroom as the primary employee training experience, says John A. Faier, director of the RIA Group's study.

A 1997 American Society for Training & Development survey of 275 human resources development executives from U.S. organizations also explored the extent to which respondents use or expect to use electronic learning technologies, including interactive multimedia, as delivery systems. The survey results reveal that although there are still many hurdles to overcome, most companies are ready and willing to make use of new learning technologies. (See Mark Van Buren's article in the January/February issue of Technical Training for a detailed account of ASTD's survey.)

Trainer's Evolving Role

As companies move forward in their efforts to integrate multimedia into various job functions, trainers will need to add information management to their skill set. Companies increasingly will demand that trainers refocus their role around providing just-in-time solutions that will enable trainees to quickly find and use essential and ever-evolving information.

Massive innovation most likely will not happen overnight because of the huge front-end commitment associated with implementing and delivering technology-driven training programs, says Deloitte & Touche's Cooper. For example, it takes between 80 to 350 hours to develop a one-hour, full-scale interactive training program, Cooper estimates. Trainers usually spend no more than 20 hours to develop a basic stand-up program. The time spent up front in the design and delivery of multimedia programs eventually will pay off, however. "Despite the hefty workload associated with getting a technology-based training program up and running, the task of maintaining course materials is much easier and faster than updating paper-based programs in the long run," says Cooper. "Unfortunately, most employee education programs are event-based and are developed in response to immediate training needs, leaving training departments with little or no time to focus on long-term technology conversion and implementation."

Mixed Media

Classroom training will never be totally replaced by interactive multimedia. Although some entire training programs can be conducted electronically, multimedia is often most effective if it is mixed in as a supplemental tool to augment classroom training in particular situations.

For example, multimedia can help trainers in the classroom to link theory with practice by giving learners the opportunity to practice what they've learned in a safe and controlled environment. By making a theoretical idea come alive with such practical application, multimedia helps to more fully engage trainees in the learning experience, making them active rather than passive learners.

Most fully interactive multimedia programs allow learners to take their own path through the training material, thereby providing them with the potential to build their own knowledge base. This kind of learner-centered training approach is becoming increasingly important as rapidly changing technology requires employees to learn and adapt quickly and continually.

Interactive programs can be conducted at a training site where the trainer can help trainees to solve problems in person, or they can be conducted online --over a company's intranet, for example--as a supplemental exercise.

Multimedia can be especially useful in helping learners to understand complex, dynamic, or abstract processes. Such three-dimensional or active processes can be hard for learners to visualize if the trainer relies on such typical educational technologies as whiteboards or overhead transparencies, which are two-dimensional and static. For example, a technician learning to work with complicated machinery could practice moving equipment and using tools in an animated three-dimensional practice environment. By interacting with the animated components, the technician immediately can see the results of specific actions and can receive immediate visual feedback that helps to improve his or her perception and understanding of the task.

The success of any training will rely in large part on the degree to which learners are able to gain knowledge through interactive sessions, whether they be via questions and answers with the trainer or through practice sessions and feedback from an interactive multimedia program. It's the creativity of the trainer and the learner's ability to access the information that he or she needs that ultimately will decide the success of a training program.

Leanne Eline is managing editor of Technical Training .

Using Multimedia As a Training Tool

Still need a reason to make the move to multimedia? Think about this: Besides enjoying all the benefits of standard audiovisual tools, users of interactive multimedia systems gain the dynamic advantage of interaction, with many happy results. An interactive multimedia program does the following:

* meets the individual needs of many learners, accommodating users at all levels of expertise

* lets each user work at the pace that best suits him or her

* offers the best presentation for different subjects

* reverses the traditional student-teacher ratio, bringing many teachers or experts to the individual student

* provides "creative" learning experiences that give each student a continuing functional reason to learn, beyond merely studying for a test

* can be designed to encourage learners to explore a topic rather than simply seek a single right answer

* allows learners at different levels to bring their own expertise and creative capabilities into the learning process

* can create a "virtual classroom " wherever a microcomputer or workstation can be placed

* permits small groups of two or three learners to engage in team problem-solving activities

* can function as an in-class electronic performance support system, containing the information, guidance, and tools needed to complete complex case activities.

Source: "Interactive Multimedia Training Systems," by Jeffery J. Howell and Larry O. Silvey. The ASTD Training & Development Handbook, Fourth Edition, ed. Robert L. Craig. New York: McGraw-Hill, pp. 535-536, 1996.

Case Study: CSX Transportation

In less than three months of last year, more than 12,000 CSX Transportation (CSXT) employees were certified in the areas of environment, safety, operating rules, and hazardous materials via multimedia.

At 77 "pods"--learning centers containing two to 10 multimedia workstations located strategically across the railroad, employees were able to complete their certification using self-paced interactive courseware combining text, photographs, video , and sound. The employees were scheduled round-the-clock to maximize productivity. Using traditional classroom instruction methods, such a feat would have been cost-prohibitive, CSXT's networked multimedia training system, however, made the accelerated schedule possible.

The system centralized user records automatically on the mainframe and even sent a "flag" to payroll to authorize appropriate payment when an employee completed all certification requirements.

"With our pods, the company has a seven-day-a-week, 24-hour-a-day training operation available on demand. The system not only collects and stores data, but also can remotely distribute course changes ... a tremendous advantage in a changing work environment," says Jeanne Nicholson, CSXT's director of instructional design.

The majority of employees had little experience on a computer prior to their multimedia training session, but most found the system easy to use, according to online surveys. The surveys also found that employees prefer multimedia over classroom training two-to-one.

The multimedia training method used at CSXT is not only well-accepted, but it also can be more effective than traditional classroom training methods. Studies show that the more a person is actively involved in the learning process--by answering questions, responding to simulations, and solving problems--the greater the learning and retention.

Greater retention, in turn, leads to improved performance. With the help of a multimedia training program on Federal Railroad Locomotive Safety Standards, for example, CSXT mechanical employees have greatly reduce the number of Federal Railroad Administration exceptions and violations. Since 1994, the year CSXT introduced the course, exceptions have dropped from more than 2,600 in that year to less than 1,000 in 1996, while violations have gone from 130 to less than 40.

"Networked multimedia has been a good investment," Nicholson says, "and it holds a lot of promise for the future. In fact, CSXT's multimedia platform has been benchmarked by many major companies, including the Federal Reserve Bank, the Royal Canadian Bank, Circuit City, and Amtrak.

Source: CSX Corporation Employee Magazine, #1, 1997.

COMPANY DEPARTMENT NAME: Information Technology; Human Resources
CONCEPT TERMS: Training ; Trends
GEOGRAPHIC NAMES: North America (NOAX); United States (USA)

3/9/9 (Item 9 from file: 13)

00514168 Supplier Number: 23390454 (THIS IS THE FULLTEXT)

What Lies Ahead
(Thirteen opinion leaders look ahead at what will help or hold back worker performance in the future)

Training & Development, v 50, n 1, p 75
January 1996

DOCUMENT TYPE: Journal ISSN: 1055-9760 (United States)
LANGUAGE: English RECORD TYPE: Fulltext; Abstract
WORD COUNT: 2853

ABSTRACT:

Opinion makers in the field of employee training and development provide their forecast on the future of the discipline. Author Warren Bennis foresees the continuance of the "disconnect" between the top leaders and the other 99% of the population. Human resources practitioner Anthony P. Carnevale believes that people who have greater access to training on the job and technology can increase their earning power. Author Riane Eisler says that advances in automation have widened the role of education which includes training and retraining. Psychologist Chellis Glendinning foresees an increased alienation for the American worker. Author Charles Handy believes that the future of work will be driven by the pressure on organizations to use half as many people, paid twice as well, to produce three times as much. Magazine editor Kevin Kelly says that the future metaphor for work organizations will not come from work but from games. New Leaders Institute president Ann M. Morrison foresees that technology will expand the range of learning options for workers. Article features the opinion of Nicholas Negroponte, Robert B. Reich and Roger C. Schank, among others.

TEXT:

OPINION LEADERS PREDICT WHAT WILL HELP OR HINDER WORKERS' PERFORMANCE IN THE FUTURE

WARREN BENNIS

What will future workers face as they try to do their jobs and deal with new demands on their time and skills? How will they find the information they need? What will their frustrations and challenges be? How will they deal with the growing complexity of work? What will they need to learn and how will they learn it? What roles will technology play? What else is around the bend? Some top thinkers in a wide range of fields offer their predictions. photo omitted

THE MAJOR problem facing us now that will continue for the foreseeable future is the "disconnect" between the top leaders (experts, professionals, and leaders--about 1 percent) and the other 99 percent of the population. This is what drives people wild with frustration: a feeling of being exploited and played upon like a pack of fools.

This disconnect is what was behind the 1992 U.S. presidential election as well. This parlous state of affairs will continue, alas, throughout the rest of this century. And it is not confined only to the United States, but is happening or will happen to the rest of the industrialized democracies.

ANTHONY P. CARNEVALE

photo omitted

THE AMERICAN economic future is brightening. After a long competitive struggle, American businesses are back on the top. A 1995 World Economic Forum report that compares economic data from 39 countries and surveys almost 4,000 CEOs ranks American business as the most competitive in the world for the second year in a row. Yet American workers are becoming increasingly anxious, as downsizing continues even in the best of times, and in the most profitable companies a consistent 600,000 layoffs take place per year.

Employees know that the old implicit bargain in which workers exchanged loyalty for job security is on the wane. And successful careers are now defined by the ability to sustain a career by sustaining and enhancing skills in a particular occupation, rather than by staying with a particular employer . Those workers who stay in their occupation now earn 25 percent more than those who stay with their employer . Leaving an occupation reduces earnings 25 percent more than losing a job with a particular employer .

A growing share of American workers, currently 19.8 percent of the workforce, or more than 24 million workers, have arrangements other than the traditional ongoing relationship with a particular employer . Moreover, only 14 percent of these "contingent" employees would prefer an ongoing employment relationship with a particular employer .

The decline in corporate paternalism and the growing diversity of individualized careers create a disconnect between the emerging economy and the traditional institutions that prepare us for work, sustain us during our working lives, and provide for retirement. Our health care, pension, and training systems need to be more accessible to nontraditional workers and more portable for us all.

The new economy also brings a new and bittersweet structure of job opportunities. We are losing high-school-educated, highly paid blue-collar jobs, but we are creating the more highly skilled occupations in both manufacturing and services. The irony is that even the more highly skilled and highly paid jobs in services--where most new jobs are coming from--don't pay as much as the blue-collar jobs we are losing.

Men, especially high-school-educated blue-collar men, are not doing as well as they once did. The proportion of men whose earnings are increasing has fallen from three-quarters to two-thirds. And the proportion of those with strong job security has fallen from two-thirds to half. Men are losing their traditional place in the economy, and with it, their place in the family and community--in some cases with disastrous consequences.

Women are doing better, with the growth of service occupations and the growth in managerial, technical, and professional openings in manufacturing. But women are doing better mostly by working harder. More than 80 percent of female increases in earnings and job security come from a doubling in the number of hours worked among women.

Those who do best in the new economy are those with education beyond high school, combined with occupational or professional education. These same people have greater access to training on the job and technology, which increases their earning power. Those who get employer training earn 30 percent more than those who don't. Those who combine post-secondary education with occupational majors or who go on to graduate specialization in managerial, professional, or technical occupations do best.

For instance, even the recent high-school graduate who ends up with a managerial, professional, or technical job will do better than a liberal-arts college graduate who doesn't. Those who have solid academic and occupational preparation have better access to training on the job and technology at work, which further increase their earnings advantage by 30 percent and 25 percent, respectively.

The way forward in the new economy requires greater investments in our human capital and social capital--an acknowledged set of mutual commitments to share the risks and rewards from change, and the promotion of equal opportunity in the change process. Carnevale is vice-president and director of human resources studies at the Committee for Economic Development and the author of several books, including The American Mosaic and America and the New Economy.

RIANE EISLER

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NOW, AS automation is taking over more and more rote physical and mental tasks, the role of education--of training and retraining--will be greater than ever before.

Computer literacy and the ability to utilize other new technologies will be indispensable for an increasing number of jobs. But not only will training be needed to equip workers to utilize new technologies; education for new ways of functioning in both the workplace and society at large will also be indispensable.

Because of the information overload brought by computerized information-delivery systems, learning pattern-recognition skills will be extremely important not only in worker training and retraining, but in education in general. Indeed, one of the challenges for education will be to help people develop new ways of evaluating information, rather than, as in the old-style education, merely memorizing discrete bits of "knowledge."

Developing ways of dealing with the depersonalization created by automation will also be an important challenge for education. In fact, this will be one of our major challenges in an age when television, automated receptionists, interactive computers, and other technologies increasingly take the place of face-to-face and even voice-to-voice human contacts.

How are we to build mutually beneficial and empathic (or partnership) human relations in our age of the widening gap between haves and have-nots? Similarly, how are we to help those who are disadvantaged, be it physically or economically, learn technological skills so that we do not further widen this gap? In short, how are we to reshape education for the future to balance the teaching of technological skills with the teaching of humanistic values, so that we can move to a society of democratic partnership rather than technocratic domination?

Whether we find answers to these questions will largely depend on whether education focuses on the development of a unique human capacity; our enormous capacity for both personal and social creativity--for finding solutions not only for our day-to-day personal and work challenges, but for the great systemic challenges that face our world.

Eisler is author of The Chalice and the Blade: Our History, Our Future, and Sacred Pleasure: Sex, Myth, and the Politics of the Body.

CHELLIS GLENDINNING

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I LIVE IN A VILLAGE in northern New Mexico where maybe half the villagers have telephones and I reckon there is one computer in town. The people here work, if they work at all, as chili farmers, artisans, high-school teachers, janitors, McDonald's cooks, and burglars to support heroin addictions.

From the stark perspective of this desert community--and from my awareness of life and work in other "undeveloped" communities both in this country and elsewhere--I sense an ever-wrenching gap between the employed workforce within industrial and post-industrial society--and the folks who reside outside it.

How does this predicament affect American corporate workers? It provides the context for their lives, the spiritual fluid, if you will, pouring over and through every soul in the contemporary world. And an explosively volatile context it is.

Today's world is fast dividing between those who are coming to reside exclusively within corporate-technological reality and to rely completely on technologies to work, eat, communicate, and think--and those who still hold memory of humanity living sustainably on the earth and yet, by the unrelenting encroachment of the technological world, are catapulted into poverty and disease.

For the American worker, I foresee--amid the usual earnest enthusiasm, inventiveness, and disorientation--increased alienation.

Glendinning, a psychologist, is the author of My Name Is Chellis and I'm in Recovery From Western Civilization and the Pulitzer Prize-nominated When Technology Wounds: The Human Consequences of Progress.

CHARLES HANDY

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THERE IS AN inexorable formula driving the future of work. It is 1/2 x 2 x 3, or the pressure on organizations to use half as many people, paid twice as well, to produce three times as much.

Those who want to stay in the first half will soon realize that if they don't stay ahead of the game they will quickly join the other half, the ones outside the organization. These outsiders, in their turn, will realize that a sellable skill is the first essential in attracting clients or customers when nice, secure, and undemanding jobs are no longer available.

The result will be a huge expansion in individualized learning, as both sets of people begin to understand that their careers and their futures are now totally in their own hands and can no longer be left to the personnel and training functions of organizations. By a happy coincidence, this pressure on individuals to manage their own learning comes at a time when the technology offers them every facility to do just that, with information, tutoring, and networks of kindred spirits on call wherever one happens to be.

The good news will be an explosion of personal learning. The bad news may be that this explosion will be concentrated in a minority, that it will lead to an increasingly self-centered society, and that we shall see a world where the gap between the learners and the unlearned grows even bigger. That must not be allowed to happen, for who wants to be rich in a desert?

Handy is the author of several books, including The Age of Unreason.

JOE HARLESS

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THE AMOUNT AND complexity of information-needed-to-perform will continue to increase as we accelerate into the Information Age. This will precipitate the need for workers to access job -relevant information in a more timely manner.

Amount, complexity, and timeliness of the information will turn our attention to cost-effective ways to deliver information at the workplace in the form of sophisticated job aids, electronic performance-support systems, and other mechanisms that are NOT training , in the conventional sense of the word.

In order to achieve the above, our attention will be focused on analytical processes that can derive the needed information out of study of the desired job performance--"performance-based" information.

Training will not focus on learning, in the sense that information is stored in the memory of humans, but will emphasize how to access and use information when it is needed.

Harless heads the Harless Performance Guild.

KEVIN KELLY

photo omitted

THE CURRENT metaphor for working in the office is the filing cabinet and desktop. The desktop, however, is over.

In the future the metaphor for work organizations will not come from work, but from games. This is not to say that work will be fun and frivolous, but that the metaphor that will be imported into the workplace of the future will be invented and polished by "gamers." For instance, gamers are figuring out how to have a game in which 25 people have equal access and still are open to a 26th player who drops by. That's a formula for a workplace of the future that is not even in the vocabulary of the desktop.

The moral: Follow the fun.

Kelly is executive editor of Wired magazine.

ANN M. MORRISON

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CERTAINLY WORKERS at many levels will increasingly rely on the Internet and the Web for information. Downloading data bases into selected programs, for example, will help many workers customize analyses for use in their own projects and ongoing work. Interactive learning will also be increasingly possible with electronic advancements.

Existing sources of information, however, will still be in demand for decades to come--books and magazines, video , classroom instruction, and so forth--because people are familiar with them and reluctant to give them up.

Simulations will become much more prevalent as a learning tool. These skill-oriented learning sources complement the knowledge-based sources and tools that dominate the electronic arena. Workers will continue to need skills to be good team members or coaches, to help resolve conflicts, to build trust and collaboration, and so forth, if they are to be effective workers. Simulations and other learning tools geared to small teams of workers will proliferate, and they will be flexible to accommodate workers who are at the same site or 10 time zones away from their colleagues.

Technology will expand the range of learning options for workers, but personal contact will continue to be a key part of workers' learning and information sharing. Many workers will still demand on-site instructors/tutors and classmates for at least some learning, because they need human contact. Organizations that try to rely too heavily on workers learning in isolation using computers are likely to confront justified resistance.

Technology doesn't replace personal contact. Technology can facilitate the contact workers need in order to feel like part of an organization and its mission and to perform most effectively.

Morrison is president of the New Leaders Institute and the author of Breaking the Glass Ceiling and The New Leaders. NICHOLAS NEGROPONTE

photo omitted

THE INTERNET will have 1 billion users by the year 2000. Digital illiteracy will be as common as smallpox by the year 2020.

Negroponte is director of the Media Lab at the Massachusetts Institute of Technology.

ROBERT B. REICH

photo omitted

TECHNOLOGY has made new demands on both employers and employees. Workers, willing to upgrade their skills continually, can prosper in technologically advanced workplaces. Employers who realize that most elements of business can be replicated--machines, processes, raw materials--and, therefore, are investing in a skilled, flexible workforce able to take advantage of new technology, are enjoying an enduring competitive advantage. Those businesses and workers who do not recognize these new demands will be left behind. Reich is the U.S. Secretary of Labor.

ROGER C. SCHANK

photo omitted

MOST PEOPLE resist change. And quite sensible people resist change when it comes in the form of computer software. The reason for this is simple enough.

Most computer software is obtuse, confusing, and highly fragile. When it comes to training software, the situation is worse. Most training software is also wrong-headed. Providing software that puts a book on a computer is not an advance in learning technology. Forcing trainees to take multiple-choice tests on a computer will not make the hearts of those trainees go pitter-patter.

Fortunately all this will change. Are airflight simulators a better way to learn to fly than practicing on the real thing? You bet they are. When you crash, no one dies. The workplace needs airflight simulator equivalents for every job so that people can learn their jobs by practicing them. Further, they need access to experts any time they want them. All this is coming in the next generation of training software. It will be fun. Employees will love it (after they get over their initial worries about it being another awful computer program).

Schank is director of the Institute for the Learning Sciences, Northwestern University.

EDGAR SCHEIN

photo omitted

I BELIEVE THAT THE world is now increasingly coming to recognize complexity and the inability to get things done with simple, linear causal models. The age of taking sociotechnic systems seriously is coming, and those of us who can deal with both the human and the technical factor in an integrated way will be more relevant.

But we do not yet have enough good models to help OD practitioners do a good job of analyzing and intervening in complex systems, especially since the analysis will typically be an intervention in its own right. We will need better theories of intervention that acknowledge the integration of diagnosis with intervention, and that help practitioners become perpetual diagnosticians and flexible interveners.

Schein is an emeritus professor of management with MIT's Sloan School of Management.

FREDERICK W. SMITH

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THE WORKERS OF tomorrow, like those of today, will continue to expect timely, credible information from their organizations. At FedEx we responded to that need several years ago with a live satellite television network, FXTV, that broadcasts daily to our employees. Today that network is busier than ever, as our managers respond to new communication challenges from our people.

We're also using the Internet and other electronic networks to provide our employees and our customers with timely information and business services like package tracking.

But such technological innovations will never replace the need for effective face-to-face, person-to-person communication. Employees still want to hear important information from their immediate manager, and I predict that this essential need for human touch will still be with us in the year 2046 and beyond.

Smith is the president and CEO of Federal Express.
Bennis, a faculty member at the University of South Carolina, is the author of On Becoming a Leader and the coauthor, with Joan Goldsmith, of Learning To Lead.

3/9/14 (Item 4 from file: 75)
DIALOG(R)File 75:TGG Management Contents(R)

00136773 SUPPLIER NUMBER: 08254296 (THIS IS THE FULL TEXT)

IBM faces the future. Again. (IBM employee education) (includes related articles on trends in the business environment that impact on training , strategic directions in training , and electronic notebooks)

Galagan, Patricia

Training & Development Journal, v44, n3, p36(5)

March, 1990

ISSN: 0041-0861 LANGUAGE: English RECORD TYPE: Fulltext; Abstract

WORD COUNT: 2533 LINE COUNT: 00223

ABSTRACT: IBM Corp is developing strategic plans for its employee training program to address forecasted changes in its workforce and changes in its organizational goals. Currently, IBM is emphasizing mass customization and just-in-time production and management believes that the basis for successful implementation of these goals are its employees. Accordingly, they are switching to instructional modules which can focus on smaller knowledge or skill levels and are creating an integrated management system for education which is capable of determining the gap between skills the workforce already has and skills they need to learn. Instead of focusing on formal education in a classroom setting, IBM will utilize workstations to provide training in many work locations.

TEXT:

IBM Faces the Future.

Mass-customization and just-in-time production. They're happening in manufacturing and services. Why not in employee education?

Last year we reported on a major IBM reorganization that pushed employee education into top-priority mode and refocused its $900 million education budget on supporting a set of core jobs for its worldwide workforce . (See "IBM Gets Its Arms Around Education," Training & Development Journal, January 1989.) In those efforts, IBM education was just gathering speed for a sprint into the next decade.

Like many large, high-tech companies today, IBM is moving away from mass production into mass customization, and the movement in its education function is on the same track. In the next decade, IBM employees can expect to benefit from customized instruction modules, suited to individual skill needs. They can expectto be able to learn what they need, when they need it, at their workstations or just about anywhere they can carry an electronic notebook. They can expect to have access to an education network that will select learning modules from sources around the globe and aid translation from one language and cultural nuance into another.

Learning, always learning

Building the brainpower of its employees has always been important to IBM, but in the last few years, efforts to improve the capability of IBM's workforce have gone into high gear. Even as IBMers were unfolding their new map for education last year, a party of advance scouts was exploring the terrain of employee performance in the next decade.

"We believe that the capability of its workforce will be the deciding factor in any corporation's survival," says Ursula Fairbairn, IBM's top training executive. "Thinking about how to leverage the performance of our employees over the next decade is very important to the IBM education function. By defining our future destination we can change the strategies or investments we are pursuing today to ensure that we reach our goal. We can also foresee the ways that education will depend on other functions in the company, and anticipate ways to collaborate with other institutions, such as universities, to deliver what we will need."

Going global

Keeping a close eye on the computer industry as well as a number of business and economic trends (see "Trends To Watch"), IBM intends to become a market-driven enterprise, capitalizing on its traditional strengths but staying agile enough to make it in an era of mass customization.

"Trends such as deregulation of certain industries or the creation of single markets may not be all that important individually," says Carl Symon, IBM director of internal and customer education, "but taken together they point to a major reconceptualization of markets and the management of human, financial, and information resources. The popular word for these changes is `globalization,' and it refers to how companies think and operate rather then where they operate. In this new global environment, companies will pay much more attention to muscle and speed."

A company's muscle is its employees. Their creativity will be critical in thinking up new ways to satisfy the customers who constitute niche markets. Speed refers to responsiveness to the market; it will separate the most profitable companies from the rest of the pack.

"In the business environment of the future, organizations will become more like orchestras working withconductors rather than armies working under officers," says Symon. They will have to share resources across geographic and organizational boundaries, and make more use of inter-disciplinary teams to succeed in niche markets."

Ursula Fairbairn predicts "a new role for the education function in sustaining a company's efforts to transform itself into a global enterprise. Such transformations take several years to accomplish successfully, and education's critical role will be to enable employees to have the new skills they need to be competitive in ever more complex jobs, and to be flexible and open to change as the business evolves."

IBM in the next decade

Looking ahead, IBM sees continued changes in its job mix--more marketing and product-development jobs and fewer administrative and staff jobs. "This new job mix, together with the fast pace of technology," says Symon, "will call for higher skills than in the past. Such areas as learning to learn, creative problem solving, teamwork, organizational effectiveness, project management, and personal and career development will be even more important."

In looking at future performance requirements, IBM considers three components of its workforce . For a start, about two-thirds of its employees for the year 2000 are already working for IBM. "They will probably go through more career changes than in the past, and their adaptability will be critical," says Symon.

Like many high-tech companies, IBM knows it will be challenging to find new employees with adequate technical skills, given concerns about the poor quality of school systems and declining enrollments in math and science in some countries. And IBM is also giving more thought to the quality and consistency of what it calls its complementary workforce , made up of part-time workers, business partners, and suppliers.

Changes in formal education

"The kind of workforce I've described and its performance needs will change formal, in-house education and training at IBM," states Symon. Several factors drive changes in IBM education and determine new attributes of future education offerings (see "Strategic Directions for the Future").

Because of the more diverse workforce anticipated, the company will need education that accommodates many learning styles and many languages and cultures. Therefore, education will have to be multisensory and easily transferable.

IBM expects to develop instruction modules that address much smaller units of skill or knowledge than in the past. These compact modules will serve individual needs better, and the employee can use them in whatever sequence is most satisfactory.

Because skill requirements will be changing more frequently, IBM foresees a just-in-time delivery system for education with instruction available when the employee demands it--distributed instruction. That also means that instruction modules will have to be developed on a much shorter cycle than in the past. The education system should be responsive to the needs of employees who must exploit a new technology or strategy very quickly.

Work will follow a more flexible schedule and take place in many new or unusual locations, so education must be more portable. It must also be designed to be interruptible in order to give employees the chance to get education when they can make time.

Finally, to help employees cope with information overload, modular, nonlinear education that can be assembled into many sequences will give people more ability to select only what they need.

A new education management system

Currently, IBM is building an integrated management system for education. Based on anticipated skill and knowledge requirements, it will measure the gap between the skills needed and those already in the workforce.

If the gap should be bridged with formal education, an education plan will be built using existing maps and catalogs. The employee selects the appropriate instruction module; when it is completed, the management system updates the employee 's skill profile. If the right module doesn't exist, the system notes it as a future requirement. The system also notes the employee 's evaluation of the module to help its developer make future adjustments.

In our IBM story last year we described the development of roadmaps for a group of standard jobs in the company. Building on that base, the new system calls for an increase in individualized education plans matched to employees' unique needs.

"We think that a system that encourages employees to initiate their own learning experiences will have a positive and direct effect on performance," explains Carl Symon.

Delivering the goods

Delivering just-in-time education to IBM employees all over the world is IBM's goal. "We will have to rely much more on a distributed learning environment. We will use multimedia workstations that can move with an employee and deliver education whenever it's needed as part of the job . Most formal, internal training and education will be delivered to individuals rather than to groups."

This doesn't mean that IBM intends to convert its high-tech classrooms to storage closets. Where group learning is important to the transfer of information, IBM's "advanced technology classrooms" will still be used. These special classrooms integrate various presentation media and encourage individual student involvement. Some will be for local use, with the instructor and students all in the same room, while others will link up employees at individual workstations anywhere in the IBM domain, using telecommunications networks. Technology will allow employees in various locations to participate simultaneously in a "class," viewing the instructor, the material, and each other from their workstations.

The workstation will provide text, sound, graphics, and still and moving images. It will also take input from a keyboard, an electronic tablet, or a human voice. For the mobile employee , portable versions of the workstation will be self-powered and untethered (no wires, cords, or cables).

Linked up

Carl Symon points out that the key to delivering education in the future is IBM's worldwide education network. "By the year 2000, the major countries in which we operate will be interconnected by an integrated services digital network. It will have virtually unlimited bandwidth for transmitting instruction modules between countries."

In the network, "intelligent gateways" will allow access to the education management system and to instruction modules and will facilitate communication with users.

Instruction modules will be multimedia, digital databases stored around the world. They will come from many sources including universities, other companies, and education suppliers. Interactive digital video will be the technology of choice. Among other advantages, it allows easy adaptation of material into other languages and for other cultures. Live actors and stage sets will give way to less expensive computer animation.

Other work slated for a technological assist will be instructional design. "Within the next few years we expect to have expert systems for instructional systems design that will help subject-matter experts develop courses ontheir own. We will use technology to combine subject-matter expertise with knowledge about prospective students taken from the management system, and design and develop instruction on a much shorter cycle than we do now."

To maintain a focus on the evaluation of education offerings, the electronic management system will keep track of students' reactions to the modules they have used. Testing will be embedded in the courseware so that students can assess their progress during the education process. Later, the management system will check on the student's use of the skill or knowledge that was covered in the module.

Finally, the development system has he potential to evaluate itself because it is knowledge-based. It could review the effect of its own decisions and modify its instructional strategy to improve the effectiveness of courseware.

Beyond formal education events

According to Symon, "education and training as we know it represents only one way to approach employee performance requirements. In searching for a better way to leverage performance, we have been questioning our assumptions about formal education." These assumptions include the following: * Formal education is seen as events, whereas learning is a process. * Formal education is assumed to be competency-based when in fact we usually transfer information. * Training groups are treated as homogeneous when they have always been heterogeneous and are becoming more so. * It is assumed that experts must structure education for the learner when it is really the learner or employee who controls learning. * Employees are told they must "know" before they can "do," when in reality they can assess their capability throughout the learning process. * Post- training support is assumed to be in place when it is usually inadequate or non-existent. * People are trained to do static jobs in an era when most jobs are changing at an ever-increasing rate.

From instruction to learning

"Because we are serious about enhancing performance, we must shift our focus from instruction to learning. Learning can come from a variety of sources and we need to provide them all to employees in a thoughtful way so they can select whatbest applies to their needs. We believe thatthis will maximize learning and simultaneously enhance performance."

IBM education planners envision that many learning opportunities will be delivered on the job electronically by what they call a performance/learning support system. It's a delivery system that operates with a minimum of outside human intervention. Its components include but are not limited to interactive training , databases, expert systems, help facilities, and applications and productivity software. The components are integrated at the workstation and support the employee 's actual job .

Part of the thinking behind such a system is that it will cut down on the requirement for formal education and training . "We want to focus on learning experiences rather than education events," says Fairbairn. "We expect this system to help leverage the capability of less experienced and less knowledgeable employees. And we expect it to energize all employees by training , educating, guiding, helping, and coaching them to perform well in their jobs."

"We believe that performance/learning support systems will play a key role in IBM's future success by developing and expanding the capabilities of our people."

Trends To Watch

These are some of the trends that IBM is watching as it sets about building an education and training system to support the company's transformation into a market-driven enterprise.

Trends in the Business Environment * Deregulation and privatization of industries around the world. * Major trade agreements such as the U.S./Canadian Free Trade Agreement and the removal of trade barriers in the European Community. * Alliances between companies, formed to gain footholds in various world markets. * A shift toward service-based economies. * Growth of communication technology and its impact on business. * Globalization of markets, resources, and information. Trends in Market Dynamics * Growth of unified markets with a concentration of trading activity in the Pacific Rim, Western Europe, and North America. Trade within these blocks is accelerating at a rate that exceeds trade between them. * New rules of competition. Mass customization is replacing mass production as companies seek to satisfy customers in smaller market niches. * Large companies will continue to have a major presence in many countries and will continue to be a primary vehicle for the introduction of new technology. * Small companies, operating in niche markets, will be a major source of product innovation. * Transformation of corporations into global, market-driven enterprises that consider global trends and conditions, integrate competitive strategies, allow freer allocation of resources, create worldwide strategic partnerships, and transcend cultural differences in the management of human resources .

Strategic Directions for the Future

* Education to be planned by skills rather than by jobs; * instruction to be provided in modules rather than courses; * courseware development to be automated with expert systems; * testing to be embedded in courseware (continuous instead of an explicit event); * modules to be digital for ease of access and translation and adaptation to various cultures; * instruction to be multisensory, accommodating various learning styles; * modules to be accessible from worldwide libraries rather than local catalogs; * education to be "distributed" and put under learner's control; * employees to have power to initiate learning experiences for themselves.

PHOTO : Fairbairn: "We believe that the capability of its workforce will be the deciding factor in
PHOTO : any corporation's survival."
PHOTO : Symon: "Because we are serious about performance, we must shift our focus from instruction
PHOTO : to learning."
CAPTIONS: Strategic directions for the future. (table)

Set Items Description
S1 417 FORD AND (HUMAN(1W)RESOURCES) AND (EMPLOYEE) AND (ONLINE) - AND (TRAINING) AND (ASSESSMENT)
S2 37 S1 AND PD<20001201
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2/9/13 (Item 2 from file: 75)
DIALOG(R)File 75:TGG Management Contents(R)

00220733 SUPPLIER NUMBER: 54260090 (THIS IS THE FULL TEXT) Trainers prove many heads are better than one.(includes related article on interview with LearnShare CEO Rick Corry)(training professional consortium LearnShare)
Anfuso, Dawn
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ISSN: 1092-8332 LANGUAGE: English RECORD TYPE: Fulltext; Abstract
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ABSTRACT: LearnShare is a consortium of 17 training professionals who are collaborating to develop training delivery methods using constantly emerging technological innovations. Partners in the firm have committed to exchanging existing training materials with each other, convert that material for use with emerging technologies, jointly finance new programs and share knowledge about creating learning infrastructures in the face of change. The firm is achieving its goals and is also serving as an example for enhancing the quality of workplace education. LearnShare was started in Oct 1995. Company partners have contributed 103 training programs to be shared among the membership to date, of which 60 are in LearnShare's archives.
TEXT:

A unique consortium is raising the training function's value. You know the saying - two heads are better than one. When it comes to developing training - delivery methods using constantly evolving technology, 17 heads have emerged the formula. Seventeen partners partake in LearnShare, a Toledo, Ohio-based consortium of training professionals. The goals: To exchange with each other training material that already exists, convert that material for use with emerging technologies, jointly fund new programs, and share knowledge around developing learning infrastructures in the face of change. Not only is LearnShare accomplishing all of these goals, but it also serves as a model for improving the quality of education in the workplace.

Building the consortium.

LearnShare sprang from an idea by Rick Corry, a 12-year Owens Coming employee with extensive background in sales and marketing. In November 1994, Corry moved to the company's headquarters in Toledo to start a corporate university. His boss, John Vermeulen, vice president, building materials, sales and distribution, challenged Corry to stretch the limited training budget for its sales and marketing field employees.

The solution came to him the following May while he was listening to an online training vendor extolling the virtues of his training offering. Corry had been doing research around multimedia training prior to this seminar, and something was bugging him. The way the training industry was set up, organizations had to invest in vendor training programs that they ultimately didn't own (despite paying for the development costs). They had to pay per-use fees on this training , and it wasn't even customized. In fact, from phone surveys he conducted with other companies, he had learned that approximately 75 percent of all training is almost identical, regardless of industry.

With these thoughts in mind, Corry stood up and addressed the assembly. "I told the group I was amazed that, considering our common training needs, we weren't sharing what we had and funding what was needed." The vendor wasn't pleased and the audience sat in silence. But after the presentation, corporate representatives surrounded Corry, praising his idea and volunteering involvement in any further discussions of it. He knew then that he had to make this concept of share sourcing a reality.

Corry sold Vermeulen on the idea of developing a consortium, and Vermeulen "loaned" Corry to the project Although as of January 1st Corry began drawing salary from LearnShare as its general manager and CEO, Owens Corning continued to pay his salary for the first several years - as part of its contribution to the project - while he began to build the consortium.

Building the partnership meant finding members. In October 1995, Corry invited 18 companies to Toledo to discuss the concept. The majority of the companies invited were those that had shown interest at that May seminar, along with local companies with which Corry knew something about. From that and other subsequent meetings emerged nine original members: Owens Coming; 3M; Deere & Company; General Motors SPO; Pilkington/Libbey-Owens- Ford ; Motorola University; Owens-Illinois; Reynolds Metals; and Aeroquip-Vickers. Five additional companies have since joined: Northwest Airlines; Warner-Lambert; GTE; Chevron; and Levi Strauss & Company. Collectively, they're responsible for the training of 2 million employees.

Jeff Oberlin, senior director for Schaumburg, Illinois-based Motorola University Colleges, had good reason to join. He had just started a department inside the university - emerging technologies - in the pursuit of transitioning training from classroom-oriented to online -oriented. His goal is to deliver 30 percent of training online by 2001. "I needed help to make that happen" he says. "It's definitely a stretch."

Indeed. According to Mark Van Buren, senior research officer with Alexandria, Virginia-based American Society of Training and Development, only 9 percent of all training in Corporate America was delivered online (which includes via the Internet, intranets, CD-ROM and cable television) in 1997, the most recent numbers available. The numbers confirm that moving to new delivery methods is a challenge, even to companies like Motorola that have begun to put the infrastructure in place to make it happen. And not all of LearnShare's members were that far along in the process when they joined. But "they all recognized that it might be less expensive to stumble and fall and find out what works and what doesn't as a group rather than individually," says Corry.

To help the members stay on the leading edge of learning technology, learning philosophy and business education, Corry also invited three universities to become LearnShare partners - Arizona State, at which Corry had an alliance with Dr. Tom Keller who had experience with consortiums; Fairleigh Dickinson, which operates the Center for Human Resources Management and specializes in working with corporations; and Ohio State, which has a state-of-the-art computer center. Keller, a facility member at the college of business at Arizona State University, also helped develop LearnShare's business plan.

It took 12 to 16 months to get LearnShare off the ground. Corry found that companies bought into the concept in theory, but they were reluctant to share their internally developed training programs. "They would send me a check sooner than they would send me a training program," says Corry. The financial commitment to LearnShare is a $100,000 investment for each of the first two years of membership (one of LearnShare's initiatives is to be self-funded).

To encourage donation of programs, Corry and Keller developed a detailed operating agreement that outlined the responsibilities of the consortium members. These included working on programs together, donating programs that they had in their libraries and funding the development and the start of the organization. "Having the message backed up in writing has really helped (to foster trust)" says Corry.

Puffing it into practice.

To date, members have contributed 103 training programs to be shared among the membership, 60 of which currently are in LearnShare's library. The rest of the programs either weren't relevant, were incomplete or had copyright issues. By the way, when the members sign an operating agreement, they sign a waiver that says they're responsible for all of the content that they contribute - meaning they're responsible for making sure they don't contribute any material for which they don't own the copyright. Access to the index of programs donated to the consortium is through a password-protected Web site. Approximately 25 percent of the current training in the inventory is available online . The other programs are available as text-based materials or as CD-ROM programs.

Suppose a member is looking for budget training for its HR staff. The training professional would first go to the Web site and peruse the inventory list. Material is catalogued in a modular fashion, so if a company only needs three of 10 modules, for example, it can take just those three and "plug them into a format that could eventually become an online program for them," says Corry. "So they basically build their own courses, like a puzzle, out of the modules in the library."

If a member finds pertinent material, the member would pay a fee (as low as $5 for text-based material, plus reproduction and shipping and handling charges based on the number of copies needed) for using the program. The fees are set by the board of directors - made up of a senior management person, such as a VP of HR, designated from each member organization.

For online programs, the members simply sign up for them on the Web site. To get the text-based programs, a member would either contact the company that donated the program or LearnShare's offices. LearnShare currently employs eight people, one of whom is a research manager in charge of fulfilling orders. Not only does she manage the library, but she also would be the one to contact member companies in search of particular programs if a member can't find what he or she needs in the library. If none of the member organizations have what she's looking for, she would then turn to training vendors. LearnShare has 22 preferred vendors it works with, and leverages the buying power of 14 companies to negotiate the best prices.

The third option, of course, is developing new content At board meetings, members review needs and establish development priorities as a group. To date, eight online programs have been developed, which include "Valuing Workforce Diversity," "The First Time Leader Survival Kit" and "Time & Territory Management." Other topics include change management and successful selling, and other delivery methods include CD-ROM programs. LearnShare, and thus all of its member companies, own the copyright to any programs developed through the consortium.

The focus of new development is on programs that deliver education via the Internet, an intranet or computer-based training technology. The programs' content is applicable to all industries, such as budgeting courses and supervisory skills. "We're working a bit with soft skills to experiment and see what kind of success we can have translating those topics to an online delivery format" says Corry.

The goal is to eventually reformat all of the text-based content in the shared sources into interactive programming. LearnShare's university partners play a major role in this process, doing the validation around what kind of testing is appropriate, what kind of audience particular training is best for, and so on. The key, says Corry, is to keep the content flexible enough to adapt to emerging technologies. Although online and CD-ROM delivery is what's hot now, who knows what the future holds?

Current success breeds optimism.

For LearnShare, the future looks pretty bright. Success has been found - in expected and unexpected ways. Certainly, sharing the cost of development has saved member companies money. The First Time Leader Survival Kit program, for example, cost $285,000 to develop. But split between 14 companies, the cost per company translates into just over $20,000.

And the shared-sources concept has saved members money, as well. Carol Vose, who's responsible for HR planning and development at Owens Corning, says that in 1998 she was able to track hard dollar savings of between $50,000 and $75,000. That includes costs for training programs the company would have purchased elsewhere that it was able to get from LearnShare's library or from a preferred vendor at a discounted price.

But Vose says the financial element is only one benefit derived from her participation in LearnShare. The somewhat greater benefit has been the opportunity to network and share ideas with peers struggling with the same issues. Motorola's Oberlin agrees. "I'm starting to see a lot more benefit from the camaraderie of other members and the learning that occurs between us," he says.

The learning element Oberlin speaks of has indeed become the greatest byproduct of the member's efforts. What started out as a consortium to simply share training products and funding has in fact turned into a think tank around training delivery. With strategic goals to, one, quantify the value that LearnShare brings to member companies and, two, to create a needs analysis that ties what LearnShare is doing to the member companies' business goals, LearnShare members are developing a testing ground for learning theory. LearnShare members share experiences of what works and what doesn't, and university partners provide honor students to help with needs assessment - compiling and analyzing training needs data and making recommendations regarding learning profiles. "It's the most exciting industry/academic project I've been involved with in 20 years," says Arizona State's Keller. "We've identified corporate goals, linked them to training and development goals and directly to learning profiles so that we're training our people to do the tasks they need to meet organization performance goals - not just in theory, but in practice. The benefit is targeted strategic training that should get people the skills they need to perform their jobs for fewer dollars than they spent in the past."

With results like this, Keller believes it puts the training function on equally visible ground as other units like finance and marketing. And that, he says, raises the value of trainers. It's amazing what can happen when people put their heads together. RELATED ARTICLE: Commitment and Trust Are Keys for Sharing Training WORKFORCE talked with Rick Corry, general manager and CEO of LearnShare, about the learning consortium concept. Here's the advice he had to share:

What are the greatest lessons you've learned from this endeavor? Never take anything for granted. When we started, getting over the initial hurdles of signing up the companies was the greatest feeling of euphoria. I thought we'd made it - but in fact, that was just the beginning. It takes constant work to stay in front of people, to remind them the processes that we're doing are steeped in serious change and take a lot of effort.

What general advice do you have for training professionals? Understand your audience and what their needs are as much as possible. Make the training germane and as immediately useful as you can. Also, make it entertaining, and do your best to try to understand the learning styles of the people you're trying to affect.

It requires tremendous trust on the part of consortium members to share their training programs and their knowledge. How has this trust been fostered at LearnShare?

By consistently reminding folks of the goal. It also helps to get the people on the board together regularly to foster their relationships, and to have the people who work for the board members and the LearnShare staff get together regularly and talk. Another key is to spread the work out across the consortium members so there's an even commitment. We found pretty early on that it's easy for some companies to take the lead, and for some to just sit back and watch, wait and see. We're trying to push the commitment across all member companies instead of waiting for them to step up and volunteer.

What advice do you have for training professionals who might want to start or join a consortium?

It's important to find a key group of committed individuals. It's important for the facilitator or the lead office to be doing nothing but this - it's impossible to do this part time. It helps to have a clearly defined objective and a clearly defined strategy. And you absolutely have to stay focused.

What type of companies might not benefit from joining a training consortium?

Our model is really to centralize; that's what we're trying to get companies to do, especially around the purchase of new programs, so this process wouldn't work in companies that are highly decentralized. Also, if a company doesn't have the technological infrastructure for education in place, it wouldn't make sense.

Are there lessons trainers can take away from the LearnShare concept without starting or joining a consortium?

When we started, some of the companies said "I'm starting a LearnShare inside my organization," which means essentially developing one point of purchase.

- DA Dawn Anfuso is the managing editor for WORKFORCE. E-mail anfusod@workforcemag.com to comment.

SPECIAL FEATURES: illustration; Photograph FILE SEGMENT: MC File 75 COMPANY NAMES: LearnShare-- Training INDUSTRY CODES/NAMES: BUSN Any type of business; INSR Insurance and Human Resources DESCRIPTORS: Business consultants-- Training PRODUCT/INDUSTRY NAMES: 7392000 (Business & Mgmt Consulting) SIC CODES: 8742 Management consulting services NAICS CODES: 54161 Management Consulting Services

2/9/32 (Item 1 from file: 610) DIALOG(R)File 610:Business Wire

00016245 1999074B1199 (THIS IS THE FULLTEXT)
SuccessFactors.com Demonstrates Enterprise Skills Management Leadership With New Release of SkillManager
Business Wire
Monday, March 15, 1999 10:10 EST
JOURNAL CODE: BW LANGUAGE: ENGLISH RECORD TYPE: FULLTEXT
DOCUMENT TYPE: NEWSWIRE
WORD COUNT: 1,483
TEXT:
SAN FRANCISCO (March 15) BUSINESS WIRE -March 15, 1999 - SkillManager 3.0
Helps Apply the Right Skill Sets to Critical Projects, including Y2K Conversions,
Eurocurrency Compliance, Corporate Mergers and IT Projects
SuccessFactors.com, the leading provider of web-enabled Enterprise Skills Management software solutions, today announced the general availability of SkillManager 3.0, enabling operational managers to efficiently inventory, devdop, and deploy human resources . By providing capabilities such as a sophisticated search engine, customizable by the end user, SkillManager 3.0 offers a powerful means to locate qualified and available candidates for critical projects like Y2K conversions, Eurocurrency compliance, corporate mergers, and IT or engineering projects.
Ford Motor Company, for example, is using SkillManager 3.0 in its product development organization to locate people whose skill set and availability dates match program criteria. Market Need and SuccessFactors.com's Opportunity
Downsizing, the tight labor market and rising demand for IT are driving the market for robust skills management software to help organizations understand and better utilize their workforce capabilities. "The delivery of SkillManager 3.0 reaffirms the company's commitment to practical Enterprise Skills Management solutions," said Mark Pecoraro, president and CEO of SuccessFactors.com. "Listening and learning from our customers, we set out to provide features that would go far beyond the passive collecting and tracking of skills. SkillManager 3.0 enables active skills management. It adds rational thinking to workforce recruiting, development and deployment." SkillManager 3.0 - Premier Skills Management Application SuccessFactors.com SkillManager 3.0 is a new release of the flagship product in the company's suite of integrated products and services for Enterprise Skills Management.
"I'm proud to say that we went to SuccessFactors.com with the original concept for SkillManager and worked closely with them to turn it into a reality within 8 weeks" said Nigel Parry, associate director at Union Bank of Switzerland. "We have now implemented the product to many of our IT employees both in London and in our APAC locations."
Key features of SkillManager include:
-- Employee skill inventory - web-based, self-service
-- Skills databases (including 450 defined and customizable IT skills, 750 defined and customizable competencies)
-- Robust search engine that can filter employees by skills profile/capability
-- Online employment history, availability and project tracking -- Manager validation of skill assessment , including email notification
-- Real-time updates with PeopleSoft HRMS SkillManager 3.0 - Significant Enhancements
"We pride ourselves on building our application suite upon a sophisticated n-tier architecture, designed to seamlessly blend with diverse client configurations, and scale to thousands of users," said Michael Gantos, chief technology officer of SuccessFactors.com. "SkillManager 3.0 leverages that architecture and offers significant enhancements in functionality over Release 2.0."
Based on customer feedback, Release 3.0 has been enhanced to provide the ability to:
-- Add user definable attributes at the Work Assignment and Skill Level
-- Seek manager concurrence on employee self assessed ratings
-- Set up and execute, by the employee , both tabular and graphical ad hoc reports
At the work assignment level, a customer may track user definable data such as work assignment type (current, previous, or future), expense category, performance objective or goal, criticality, and other data. At the skill or competency level, customers can go beyond recording just the proficiency rating to create and track important information such as date last used, years of experience, certification, and last training class.
Upon completion of a self- assessment , an employee has the option of automatically sending an email to their manager for review. The email contains an embedded HTML link to the SkillManager application. By clicking on the link, the manager is presented with a list of all employees seeking concurrence. The manager can review the employee assessments by clicking on the employee name, then making a concurrence decision.
By pointing and clicking an employee can setup and execute both tabular and graphical ad hoc reports, including data screening prior to report execution. All user setup report parameters are saved, allowing easy access and execution of established reports. Benefits of these enhancements:
-- User definable attributes provide greater flexibility in tracking specific information critical to a customer's business need.
-- Manager concurrence eliminates the need for managers to provide specific proficiency ratings for every skill associated with an employee profile. Instead, managers can generally agree or decide not to concur -- promoting an employee -to-manager dialog, and allowing rating discrepancies to be discussed.
-- The enhanced ad hoc and search capabilities place powerful tools in the hands of the hiring manager to perform aggregate reporting, and to locate individuals meeting the specific demands of the projects being staffed. SuccessFactors.com Comprehensive Product and Services Suite SuccessFactors.com's suite of Enterprise Skills Management products and services helps organizations manage their workforces with greater precision - from initial selection and staffing, through skill and competency development, to employee retention. The complete suite of products and services includes:
SkillManager: Provides operational managers with the ability to identify, catalogue, develop, and efficiently deploy workforce skills across the global enterprise.
360(degree) AssessmentManager: Analyzes and identifies the criteria for successful job performance. Uses 360(degree) methodologies to gather assessments of employees and provide immediate feedback on competencies and abilities.
StaffingManager: Provides a consistent and uniform approach to interviewing candidates based on critical competencies for the position.
DevelopmentManager: Provides decision-makers with the ability to quickly and accurately identify employee strengths and needs and offer targeted development opportunities. PeopleSoft Connection: Provides real-time updates. Data changes made in PeopleSoft are immediately seen in SuccessFactors.com applications. Users enter data only once. Cross Product Suite Functionality:
Database Libraries: Pre-populated libraries of skills and competencies, development activities, and interview questions for quick implementation. The libraries contain over 4,000 entries based on fifteen years of research.
Decision Support: Real-time database search tools and standard reports for making data-driven decisions on workforce acquisition, development and deployment.
Implementation Services: SuccessFactors.com provides a full array of consulting services, best practices, and proven implementation methods designed to ensure project success. Application Service Provider: SuccessFactors.com provides a full range of outsourced services designed to enable the customer to leverage the company's technical infrastructure and implementation resources to supplement their internal capabilities.
SuccessFactors. com has licensed over 130,000 seats of SkillManager and more than 250,000 seats of the competency software modules. ITG Alliance - Provides Latest Information Services Jobs-Skills Data A marketing alliance with Interpersonal Technology Group (ITG) provides the option of pre-loading ITG's jobs-skills database into the Enterprise Skills Management product suite to offer the most current and complete information services (I/S) skills data to customers.

"A steering committee that included Microsoft, Bank of America/NationsBank, NCR, John Hancock and several others reviewed the I/S jobs-skills model and helped make it an industry standard," noted Cliff Hallberg, ITG principal.
The database includes 124 I/S positions covering all the typical jobs in an Information Services organization; 153 technical, managerial, interpersonal and business competencies critical to the success of an I/S organization today; and 58 product specific (e.g. Excel, Java, C++) skills. About the SuccessFactors.com Advantage
The hallmarks of SuccessFactor.com's suite of Enterprise Skills Management products and services are the completeness of the solution and its global deployability. Both advantages stem from the suite's sophisticated n-tier, web-based architecture. "Our engineering managers were located in different U.S. regions with 100 to 200 subordinates and needed to share resources across organizations. Everyone was re-inventing the wheel," said Gwen Scheetz, manager of Human Resources Learning Services at Honeywell Industrial Automation and Control. "A huge benefit of SuccessFactors.com's solutions is that the web is available to all our employees and managers regardless of their location. Now we have one system that meets the requirements of over 1, 000 employees. The profiles are easy to keep updated." Target Markets and Customers
SuccessFactors.com's customers are Global 1000 enterprises with large workforces. They are leaders and innovators in the use of technology to manage their workforces. SuccessFactors.com's solutions are particularly applicable to vertical markets such as Telecommunications, Financial Services, Health Care, Insurance, Manufacturing, High Technology and Energy, where companies are striving to differentiate themselves by attempting to recruit, assess, develop, and deploy workforce talent in the most cost effective and intelligent way possible. Availability and Pricing
SkillManager 3.0 will be available on April 1, 1999.
SuccessFactors.com offers a complete and integrated product suite including implementation services. Prices start at -- Licenses: $35,000 for 500 users; Rapid Implementation Services: $15,000. About SuccessFactors.com
Headquartered in San Francisco, SuccessFactors.com is the leading provider of web-enabled Enterprise Skills Management software solutions, with a particular focus on technical skills management. Backed by premier venture capital firms including Foundation Capital, Institutional Venture Partners and Canaan Partners, SuccessFactors.com has a blue-chip list of Fortune 500 customers such as MCI Worldcom (NASDAQ:WCOM), Ford Motor Company (NYSE:F), Honeywell IAC (NYSE:HON), The Trane Company, Union Bank of Switzerland, Phillips Petroleum Company (NYSE:P), and others. SuccessFactors.com is a Global Alliance Software partner of the leading worldwide provider of Human Resource Management Systems, PeopleSoft (NASDAQ:PSFT). Visit SuccessFactors.com on the World Wide Web at www.SuccessFactors.com.
-0- cs/sf*
CONTACT: Hart Cooper Partners
Elaine Meis, 415/665-8855
meis@hcpp.com
KEYWORD: CALIFORNIA
INDUSTRY KEYWORD: COMPUTERS/ELECTRONICS COMED
INTERACTIVE/MULTIMEDIA/INTERNET PRODUCT

Set Items Description
S1 1258 SABA AND LEARNING(1W)MANAGEMENT(1W)SYSTEM
S2 200 S1 AND PD<20001201
S3 72 S2 AND FORD

3/9/7 (Item 7 from file: 20)
DIALOG(R)File 20:Dialog Global Reporter
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11186169 (THIS IS THE FULLTEXT)
Over 70 Learning Providers License Saba Learning e-Store
BUSINESS WIRE
May 24, 2000
JOURNAL CODE: WBWE LANGUAGE: English RECORD TYPE: FULLTEXT
WORD COUNT: 1096

REDWOOD SHORES, Calif.--(BUSINESS WIRE)--May 24, 2000-- More than 70 learning providers have licensed Saba Learning e-Store to automate key business processes and most have also joined the Saba Learning Exchange to gain additional B2B distribution channels

Saba (Nasdaq: SABA), the company that enables businesses to learn, announced today that more than 70 learning providers have licensed Saba Learning e-Store(TM) to automate their business processes, and that most have also joined the Saba Learning Exchange(TM) (http:// saba .com/exchange) to complement their existing distribution channels.

Learning providers have been licensing Saba Learning e-Store at a rate of three a week since December 1999, including Allen Communication, CALC Web University, Course Technology, Employee Development Systems, Interpersonal Technology Group, Payback Training Systems, Pictorial Online (a PRIMEDIA company), Pinnacle Training, PrimeLearning.com, Pritchett Rummler-Brache, PROVANT, Shared Medical Systems' HIPAA University, SkillScape, SkillSoft, Sterling Ledet & Associates, SMGnet, and Vital Learning. There are more than 120 learning providers "on Saba " as members of the Saba Learning Network Alliance, including the learning providers who have licensed Saba Learning e-Store.

" Saba Learning e-Store and the Saba Learning Exchange provide incremental revenue opportunities for learning providers with e-marketing and e-commerce efficiencies, branded exposure to new clients, and easy accessibility for existing customers," said Bobby Yazdani, Saba president and CEO. "Each of our e-store proprietors who participates in the Saba Learning Exchange is a vital teammate for corporate and government businesses around the world."

Saba Learning e-Store is a rapidly deployed learning management system that allows learning providers to quickly establish a branded presence on the Internet and automate their e-marketing, e-sales, and e-commerce processes. Saba Learning e-Store proprietors use their sites to attract new customers as well as direct existing clients to efficient on-line ordering and delivery.

The Saba Learning Exchange, a B2B learning community and marketplace, gives learning providers immediate exposure to Saba 's Global 2000 and government customer base, and gives buyers of learning access to best-of-breed learning providers, for finding and ordering the pre-packaged and custom learning they need, when they need it Learning providers can use Saba Learning e-Store to post and update their learning offerings and services on the Saba Learning Exchange, as well as conduct e-commerce transactions.

Faced with the increased demand from its extended enterprise customers for access to high quality learning providers, Saba has integrated a direct link to the Saba Learning Exchange as an enhancement to Saba Learning(TM), the Internet-based learning management software that is licensed by global businesses such as 3Com, Anheuser-Busch, Cisco, Continental Airlines, EMC, Ford , General Electric, Hyundai Motor America, i2 Technologies, Informix, iPlanet (a Sun-Netscape Alliance), Lucent Technologies, SGI, Texas Utilities - Europe, VERITAS Software, and Veterans Benefits Administration. Clients rely on Saba learning networks to identify, procure, deliver, and manage appropriate learning -- in appropriate formats -- for their customers, resellers, partners, employees, and suppliers.

A partial list of learning providers who have licensed Saba Learning e-Store includes:

- Achievement Tec (http://www.learningestore.com/at) - Active Education (http://www.learningestore.com/activeeducation) - Adacel Technologies (http://www.learningestore.com/adacel) - Allen Communication (http://www.learningestore.com/allencommunication) - Alternative Learning Solutions (http://www.learningestore.com/als) - Booher Consultants (http://www.learningestore.com/booher) - Breakthroughs, Inc (http://www.lea rningestore.com/breakthroughsinc) - CAD-1 (http://www.learningestore.com/ca d1) - CALC Web University by CALC/Canterbury (http://www.learningestore.com /calc) - Call Center University (http://www.learningestore.com/callcenteru) - Computers Made Simple (http://www.learningestore.com/computers-made-simpl) - Corporate Development Group (http://www.learningestore.com/cdg) - Corporate University Xchange (http://www.learningestore.com/corpu) - Course Technology (http://www.learningestore.com/coursetechnology) - Employee Development Systems (http://www.learningestore.com/EmployeeDevelopmentSyste ms) - FirstNet Learning (http://www.learningestore.com/firstnetlearning) - Impact Learning Systems (http://www.learningestore.com/impactlearning) - InfoMentis (http://www.learningestore.com/infomentis) - Intellexis (http://www.learningestore.com/intellexis) - Interactive Fun (http://www.le arningestore.com/interactivefun) - Interpersonal Technology Group (http://www.learningestore.com/itg) - Interskill Services (http://www.learn ingestore.com/interskillservices) - Kevin Davis Selling Systems (http://www.learningestore.com/kdsellingsystems) - KnowHowZone (http://www. learningestore.com/knowhowzone) - LifeVision (http://www.learningestore.com /lifevision) - Management Possible Training Series by Desk 'til Dawn Productions (www.learningestore.com/managementpossible) - MindLeaders.com (http://www.learningestore.com/mindleaders) - netSyndicate (http://www.lear ningestore.com/netsyndicate) - Payback Training Systems (http://www.learnin gestore.com/paybacktraining) - Pictorial Online, a PRIMEDIA company (http://www.learningestore.com/pictorialonline) - Pinnacle Training (http://www.learningestore.com/pinnacletraining) - PrimeLearning.com (http://www.learningestore.com/primelearning) - Pritchett Rummler-Brache (http://www.learningestore.com/pritchettnet) - Professional Training Services (http://www.learningestore.com/pts) - PROVANT (http://www.learning estore.com/provant) - Recruiting Services Inc. (http://www.learningestore.c om/recruiting-services) - Sales Training International (http://www.learning estore.com/saleshelp) - Shared Medical Systems' HIPAA University (http://www.learningestore.com/sms) - SkillScape Skills Management Services (http://www.learningestore.com/skillscape) - SkillSoft (http://www.learning estore.com/skillsoft) - SMGnet, a business unit of Strategic Management Group (http://www.learningestore.com/smgnet) - Sterling Ledet & Associates (http://www.learningestore.com/ledet) - TCT Technical Training (http://www.learningestore.com/tct) - Techno-Media (http://www.learningesto re.com/techno-media) - Teletraining Institute (http://www.learningestore.co m/teletraininginstitute) - Tom Hopkins (http://www.learningestore.com/tomho pkins) - Training & Management Consultants (http://www.learningestore.com/t amco) - University Associates (http://www.learningestore.com/universityasso ciates) - Vital Learning (http://www.learningestore.com/vital-learning) - WhoMovedMyCheese.com (http://www.learningestore.com/who_moved_my cheese) - Wilson Learning (http://www.learningestore.com/wilsonlearning)

About Saba

Saba (Nasdaq: SABA), the company that enables businesses to learn, is a provider of global learningnetwork infrastructure that consists of Internet-based learning management software, business-to-business learning exchanges, and related services. As of December 31, 1999, more than 2,000,000 people around the world and 20,000 learning offerings were "on Saba ."

Saba extended enterprise customers rely on Saba learning networks -- and offerings from Saba -affiliated learning providers -- to increase their competitive advantage by building mission-critical skills throughout their customers, partners, employees, and suppliers. A partial list of these extended enterprises include

3Com (Nasdaq: COMS), Anheuser-Busch (NYSE: BUD), Cisco (Nasdaq: CSCO), Continental Airlines (NYSE: CAL), Ford (NYSE: F), General Electric (NYSE: GE), Hyundai Motor America (OTC: HYZMF), i2 Technologies (Nasdaq: ITWO), Informix (Nasdaq: IFMX), iPlanet, a Sun-Netscape Alliance (Nasdaq: SUNW and NYSE: AOL), Lucent Technologies (NYSE: LU), MarchFirst (Nasdaq: WHIT), SGI (NYSE: SGI), Texas Utilities - Europe (NYSE: TXU), VERITAS Software (Nasdaq:VRTS), Veterans Benefits Administration, and York International (NYSE: YRK).

Saba learning provider customers and alliance members rely on Saba learning networks to extend their global reach. A partial list of these learning providers include Achieve Global (NYSE: TMC), Allen Communication (NYSE: TMC), Bell Canada Enterprises Media (NYSE: BCE), Centra (Nasdaq: CTRA), Corporate University Xchange, DigitalThink (Nasdaq: DTHK), Eloquent (Nasdaq: ELOQ), ExecuTrain, IBM Catapult (NYSE: IBM), International Air Transport Association (IATA), LearningByte, LearnLinc, Interwise, NETg (NYSE: H), ONE TOUCH Systems, PRIMEDIA Workplace Learning (NYSE: PRM), PROVANT (Nasdaq: POVT), SkillSoft (Nasdaq: SKIL), Thomson Learning Course Technology, TrainingNet, and Xebec McGraw-Hill (NYSE: MHP). For a more complete list of Saba learning providers, please visit http:// saba .com/exchange.

Founded in 1997, Saba is a global company headquartered in Redwood Shores, CA, USA. For additional information, please visit http:// saba .com or call 1-877- Saba -101 or +1-650-696-1758 in the Americas, +44-0-208-334-8043 in Europe - Middle East - Africa, or +61-2-9293-2538 in Asia - Pacific.

CONTACT: UpStart Communications Stephanie Frey, 510/457-3142 sfrey@upstart.com

10:44 EDT MAY 24, 2000

3/9/22 (Item 5 from file: 148)
DIALOG(R)File 148:Gale Group Trade & Industry DB

12394377 SUPPLIER NUMBER: 63630030 (THIS IS THE FULL TEXT)
Red Hat to offer Saba Learning to Meet Global Training Needs.
Business Wire, 0195
July 24, 2000
LANGUAGE: English RECORD TYPE: Fulltext
WORD COUNT: 751 LINE COUNT: 00066
TEXT:

Business Editors

REDWOOD SHORES, Calif.--(BUSINESS WIRE)--July 24, 2000 Open Source leader to meet global training challenge by implementing Saba 's learning management system for training

automation and Internet-based learning infrastructure Saba (Nasdaq: SABA), the company that connects people to learning, announced today that Red Hat, Inc. (Nasdaq:RHAT), the leading provider of open source solutions for Internet infrastructure, has licensed Saba Learning for its global education services. Red Hat will use Saba Learning, whose open architecture and scalability will help Red Hat deliver enhanced training services and e-Learning through redhat.com.

"Our relationship with Saba completes the infrastructure to deliver our world class training and certification anywhere in the world, with expanded customer values," said Peter Childers, General Manager of training and certification programs at Red Hat. "Red Hat responds to our customers, and our customers have asked us for follow-on relationships, learning management, and e-learning options for Red Hat's leading training and certification programs. We will continue to roll out high quality classroom training and Internet-based learning on a scale that meets the needs and requirements of our customers."

"Red Hat's training and certification programs are coveted by Internet users around the world," said Bobby Yazdani, Saba president and CEO. "We, at Saba , are proud to be partnering with Red Hat to help deliver the worldwide training functions on the scale and speed its customers need."

Beginning in the fall, all students taking Red Hat courses anywhere in the world will be able to establish a learner profile on Red Hat's Saba Learning system. They will be able to identify knowledge gaps and obtain the appropriate learning to close those gaps. All their courses, new certifications, and progress will be tracked on Saba . Red Hat will use the Saba system to supply pre- and post-assessments, as well as to plan and deploy future course offerings.

With the addition of the e-Learning component already announced by Red Hat for fall, Red Hat adds even more value to its already strong classroom training and certification for RHCEs, and other Red Hat training offerings on open source programming languages, Internet technologies, and tools.

About Red Hat

Founded in 1994, Red Hat (Nasdaq:RHAT) is the leading provider of open source Internet infrastructure solutions, ranging from small embedded devices to high availability clusters and Web serving. Red Hat applies its technological leadership to create open source solutions for Internet infrastructure and post-PC environments, offers services backed by the best understanding of open source and the most comprehensive resources, delivers the brand of a widely trusted open source leader and corporate partner, and persists in an indelible commitment to the virtues of open source to lead a revolution in the computing industry.

Red Hat is based in Research Triangle Park, N.C. and has offices worldwide. Visit Red Hat on the Web at www.redhat.com. For investor inquiries, contact Lippert/Heilshorn at (212) 838-3777.

About Saba

Saba (Nasdaq: SABA), the company that connects people to learning, is a leading provider of e-learning infrastructure, which consists of Internet-based learning management systems, business-to-business learning exchanges, and related services. Our customers around the world rely on Saba e-learning infrastructure - and online and offline training from Saba 's learning providers - to increase competitive advantage by rapidly building critical skills throughout their extended enterprises of customers, partners, employees, and suppliers.

As of May 31, 2000, more than 2,800,000 people around the world and 30,000 learning offerings were "on Saba ." Customers include Anheuser-Busch (NYSE: BUD), Cisco (Nasdaq: CSCO), Ford (NYSE: F), General Electric (NYSE: GE), and i2 Technologies (Nasdaq: ITWO). Saba 's learning providers can be found at www. saba .com/exchange.

Founded in 1997, Saba is a global company headquartered in Redwood Shores, CA, USA. For more information, please visit www. saba .com or call 1-877- Saba - 101 or +1-650-696-1758 in the Americas, +44-0-208-334-8043 in Europe - Middle East - Africa, or +61-2-9293-2538 in Asia - Pacific.

3/9/46 (Item 13 from file: 610)
DIALOG(R)File 610:Business Wire
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00169414 20000111011B1031 (THIS IS THE FULLTEXT)
Ford Licenses Saba Learning Enterprise for Dealers; Internet-Based Learning Management System Will Connect Ford and Lincoln Mercury Dealers to Continuous Learning
Business Wire
Tuesday, January 11, 2000 07:16 EST
JOURNAL CODE: BW LANGUAGE: ENGLISH RECORD TYPE: FULLTEXT
DOCUMENT TYPE: NEWSWIRE
WORD COUNT: 552
TEXT:
REDWOOD SHORES, Calif., Jan 11, 2000 (BUSINESS WIRE) - Saba , the company that connects people to learning, today announced that Ford Motor Company (NYSE:F) has licensed Saba Learning Enterprise, for more than 500,000 dealership personnel throughout its worldwide Ford Motor Company dealership network.
Ford will use Saba Learning Enterprise to align dealer learning with the business goals that support Ford 's vision to become the world's leading consumer company for automotive products and services. Using Saba , Ford will implement certification standards for all dealership personnel and transition to a competency-driven and individual-specific model for learning throughout its dealerships, world-wide.
Saba 's Internet-based learning management system will replace a dozen standalone and labor-intensive systems that Ford had used to manage dealer training in the past. Organizing and tracking classes, evaluating learner needs and progress, and analyzing dealer sales and service learning curves will be done on Saba Learning Enterprise, which will streamline processes and accelerates learning -- saving Ford money and improving the consumer experience.
"We are counting on Saba Learning Enterprise to help meet our immediate need for greatly increased administration capabilities and a much more powerful, integrated learning management system . It also has the capabilities and scalability to drive our transition to competency-driven, mass-personalized learning," said Larry Conley, manager Ford Star Network; Ford Marketing Group. "We hope to receive hard dollar savings with Saba . Equally importantly, we will have vastly improved information about who's learning what and what they still need to learn, so each sales and service person can be as good as the best." "This is our second project with Ford this year," said Bobby Yazdani, Saba president and CEO. " Ford clearly has an innovative approach to learning throughout its extended enterprise. People -- dealers, employees, and suppliers -- are their biggest asset. Keeping everyone in the extended enterprise in the know on Saba gives Ford another great competitive lead."
About Saba
Saba is the leading provider of e-Learning infrastructure to Global 5000 companies, government agencies, learning providers, and Internet businesses around the world. Today, more than two million people and thousands of learning offerings are "on Saba ." Saba 's customers rely on its e-Learning infrastructure and its partners' e-Learning offerings to connect people to learning across the extended enterprise, increasing performance while reducing learning expenditures.
Saba 's e-Learning infrastructure enables businesses such as Adobe (Nasdaq:ADBE), Ceridian (NYSE:CEN), Cisco (Nasdaq:CSCO), Continental Airlines (NYSE:CAL), ExecuTrain, Ford (NYSE:F), International Air Transport Association (IATA), Informix (Nasdaq:IFMX), Qwest Communications (Nasdaq:QWST), SGI (NYSE:SGI), Sun-Netscape Alliance, Veritas Software (Nasdaq:VRTS) and York (NYSE:YRK) to continuously assess, plan, distribute, measure, and improve learning for customers, partners, employees, and suppliers.
Founded in 1997, Saba is headquartered in Redwood Shores and has offices through the Americas, Europe - Middle East - Africa, and Asia-Pacific. For additional information, please visit http:// saba .com or call 1-877- Saba -101 or 650/696-1758.
Note to Editors: Saba , the Saba logo, the phrase Connect People to Learning, the phrase Create a Smarter Business, Saba Learning Enterprise, Saba Learning e-Enterprise, Saba Learning e-Store, and other Saba products referenced herein are either trademarks or registered trademarks of Saba Software, Inc. All other trademarks are the property of their respective owners.

3/9/39 (Item 6 from file: 610)
DIALOG(R)File 610:Business Wire

00287303 20000524145B8138 (THIS IS THE FULLTEXT)
Over 70 Learning Providers License Saba Learning e-Store
Business Wire
Wednesday, May 24, 2000 10:58 EDT
JOURNAL CODE: BW LANGUAGE: ENGLISH RECORD TYPE: FULLTEXT
DOCUMENT TYPE: NEWSWIRE
WORD COUNT: 1,084
TEXT:
REDWOOD SHORES, Calif., May 24, 2000 (BUSINESS WIRE) - More than 70 learning providers have licensed Saba Learning e-Store to automate key business processes and most have also joined the Saba Learning Exchange to gain additional B2B distribution channels

Saba (Nasdaq: SABA), the company that enables businesses to learn, announced today that more than 70 learning providers have licensed Saba Learning e-Store(TM) to automate their business processes, and that most have also joined the Saba Learning Exchange(TM) (http:// saba .com/exchange) to complement their existing distribution channels.

Learning providers have been licensing Saba Learning e-Store at a rate of three a week since December 1999, including Allen Communication, CALC Web University, Course Technology, Employee Development Systems, Interpersonal Technology Group, Payback Training Systems, Pictorial Online (a PRIMEDIA company), Pinnacle Training, PrimeLearning.com, Pritchett Rummler-Brache, PROVANT, Shared Medical Systems' HIPAA University, SkillScape, SkillSoft, Sterling Ledet & Associates, SMGnet, and Vital Learning. There are more than 120 learning providers "on Saba " as members of the Saba Learning Network Alliance, including the learning providers who have licensed Saba Learning e-Store. " Saba Learning e-Store and the Saba Learning Exchange provide incremental revenue opportunities for learning providers with e-marketing and e-commerce efficiencies, branded exposure to new clients, and easy accessibility for existing customers," said Bobby Yazdani, Saba president and CEO. "Each of our e-store proprietors who participates in the Saba Learning Exchange is a vital teammate for corporate and government businesses around the world."

Saba Learning e-Store is a rapidly deployed learning management system that allows learning providers to quickly establish a branded presence on the Internet and automate their e-marketing, e-sales, and e-commerce processes. Saba Learning e-Store proprietors use their sites to attract new customers as well as direct existing clients to efficient on-line ordering and delivery.

The Saba Learning Exchange, a B2B learning community and marketplace, gives learning providers immediate exposure to Saba 's Global 2000 and government customer base, and gives buyers of learning access to best-of-breed learning providers, for finding and ordering the pre-packaged and custom learning they need, when they need it. Learning providers can use Saba Learning e-Store to post and update their learning offerings and services on the Saba Learning Exchange, as well as conduct e-commerce transactions.

Faced with the increased demand from its extended enterprise customers for access to high quality learning providers, Saba has integrated a direct link to the Saba Learning Exchange as an enhancement to Saba Learning(TM), the Internet-based learning management software that is licensed by global businesses such as 3Com, Anheuser-Busch, Cisco, Continental Airlines, EMC, Ford , General Electric, Hyundai Motor America, i2 Technologies, Informix, iPlanet (a Sun-Netscape Alliance), Lucent Technologies, SGI, Texas Utilities - Europe, VERITAS Software, and Veterans Benefits Administration. Clients rely on Saba learning networks to identify, procure, deliver, and manage appropriate learning -- in appropriate formats -- for their customers, resellers, partners, employees, and suppliers.

A partial list of learning providers who have licensed Saba Learning e-Store includes:

Achievement Tec (http://www.learningestore.com/at)
Active Education (http://www.learningestore.com/activeeducation)
Adacel Technologies (http://www.learningestore.com/adacel)
Allen Communication (http://www.learningestore.com/allencommunication)
Alternative Learning Solutions (http://www.learningestore.com/als)
Booher Consultants (http://www.learningestore.com/booher)
- Breakthroughs, Inc (http://www.learningestore.com/breakthroughsinc) - CAD-1 (http://www.learningestore.com/cad1) - CALC Web University by CALC/Canterbury (http://www.learningestore.com/calc) - Call Center University (http://www.learningestore.com/callcenteru) - Computers Made Simple (http://www.learningestore.com/computers-made-simpl) - Corporate Development Group (http://www.learningestore.com/cdg) - Corporate University Xchange (http://www.learningestore.com/corpu) - Course Technology (http://www.learningestore.com/coursetechnology) - Employee Development Systems (http://www.learningestore.com/EmployeeDevelopmentSystems) - FirstNet Learning (http://www.learningestore.com/firstnetlearning) - Impact Learning Systems (http://www.learningestore.com/impactlearning) - InfoMentis (http://www.learningestore.com/infomentis) - Intellexis (http://www.learningestore.com/intellexis) - Interactive Fun (http://www.learningestore.com/interactivefun) - Interpersonal Technology Group (http://www.learningestore.com/itg) - Interskill Services (http://www.learningestore.com/interskillservices) - Kevin Davis Selling Systems (http://www.learningestore.com/kdsellingsystems) - KnowHowZone (http://www.learningestore.com/knowhowzone) - LifeVision (http://www.learningestore.com/lifevision) - Management Possible Training Series by Desk 'til Dawn Productions (www.learningestore.com/managementpossible) - MindLeaders.com (http://www.learningestore.com/mindleaders) - netSyndicate (http://www.learningestore.com/netsyndicate) - Payback Training Systems (http://www.learningestore.com/paybacktraining) - Pictorial Online, a PRIMEDIA company (http://www.learningestore.com/pictorialonline) - Pinnacle Training (http://www.learningestore.com/pinnacletraining) - PrimeLearning.com (http://www.learningestore.com/primelearning) - Pritchett Rummler-Brache (http://www.learningestore.com/pritchettnet) - Professional Training Services (http://www.learningestore.com/pts) - PROVANT (http://www.learningestore.com/provant) - Recruiting Services Inc. (http://www.learningestore.com/recruiting-services) - Sales Training International (http://www.learningestore.com/saleshelp) - Shared Medical Systems' HIPAA University (http://www.learningestore.com/sms) - SkillScape Skills Management Services (http://www.learningestore.com/skillscape) - SkillSoft (http://www.learningestore.com/skillsoft) - SMGnet, a business unit of Strategic Management Group (http://www.learningestore.com/smgnet) - Sterling Ledet & Associates (http://www.learningestore.com/ledet) - TCT Technical Training (http://www.learningestore.com/tct) - Techno-Media (http://www.learningestore.com/techno-media) - Teletraining Institute (http://www.learningestore.com/teletraininginstitute) - Tom Hopkins (http://www.learningestore.com/tomhopkins) - Training & Management Consultants (http://www.learningestore.com/tamco) - University Associates (http://www.learningestore.com/universityassociates) - Vital Learning (http://www.learningestore.com/vital-learning) - WhoMovedMyCheese.com (http://www.learningestore.com/who--moved--my--cheese) - Wilson Learning (http://www.learningestore.com/wilsonlearning)

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Saba (Nasdaq: SABA), the company that enables businesses to learn, is a provider of global learning network infrastructure that consists of Internet-based learning management software, business-to-business learning exchanges, and related services. As of December 31, 1999, more than 2,000,000 people around the world and 20,000 learning offerings were "on Saba ."

Saba extended enterprise customers rely on Saba learning networks -- and offerings from Saba -affiliated learning providers -- to increase their competitive advantage by building mission-critical skills throughout their customers, partners, employees, and suppliers. A partial list of these extended enterprises include 3Com (Nasdaq: COMS), Anheuser-Busch (NYSE: BUD), Cisco (Nasdaq: CSCO), Continental Airlines (NYSE: CAL), Ford (NYSE: F), General Electric (NYSE: GE), Hyundai Motor America (OTC: HYZMF), i2 Technologies (Nasdaq: ITWO), Informix (Nasdaq: IFMX), iPlanet, a Sun-Netscape Alliance (Nasdaq: SUNW and NYSE: AOL), Lucent Technologies (NYSE: LU), MarchFirst (Nasdaq: WHIT), SGI (NYSE: SGI), Texas Utilities - Europe (NYSE: TXU), VERITAS Software (Nasdaq: VRTS), Veterans Benefits Administration, and York International (NYSE: YRK).

Saba learning provider customers and alliance members rely on Saba learning networks to extend their global reach. A partial list of these learning providers include Achieve Global (NYSE: TMC), Allen Communication (NYSE: TMC), Bell Canada Enterprises Media (NYSE: BCE), Centra (Nasdaq: CTRA), Corporate University Xchange, DigitalThink (Nasdaq: DTHK), Eloquent (Nasdaq: ELOQ), ExecuTrain, IBM Catapult (NYSE: IBM), International Air Transport Association (IATA), LearningByte, LearnLinc, Interwise, NETg (NYSE: H), ONE TOUCH Systems, PRIMEDIA Workplace Learning (NYSE: PRM), PROVANT (Nasdaq: POVT), SkillSoft (Nasdaq: SKIL), Thomson Learning Course Technology, TrainingNet, and Xebec McGraw-Hill (NYSE: MHP). For a more complete list of Saba learning providers, please visit http:// saba .com/exchange. Founded in 1997, Saba is a global company headquartered in Redwood Shores, CA, USA. For additional information, please visit http:// saba .com or call 1-877- Saba -101 or +1-650-696-1758 in the Americas, +44 208-334-8043 in Europe - Middle East - Africa, or +61-2-9293-2538 in Asia - Pacific.

Note to Editors: Saba , the Saba logo, saba .com, the phrase "Enabling businesses to learn" and its variants, Saba Learning, Saba Learning Network, Saba Learning Provider Network, Saba Learning e-Store, Saba Learning Exchange, and the marks relating to other Saba products and services referenced herein are either trademarks or registered trademarks of Saba Software, Inc. All other trademarks are the property of their respective owners.

CONTACT: UpStart Communications Stephanie Frey, 510/457-3142 sfrey@upstart.com

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3/9/52 (Item 5 from file: 649)
DIALOG(R)File 649:Gale Group Newswire ASAP(TM) (c) 2005 The Gale Group. All rts. reserv.
03159671 SUPPLIER NUMBER: 63630030 (THIS IS THE FULL TEXT) Red Hat to offer Saba Learning to Meet Global Training Needs. Business Wire, 0195
July 24, 2000
LANGUAGE: English RECORD TYPE: Fulltext
WORD COUNT: 751 LINE COUNT: 00066
TEXT:

Business Editors REDWOOD SHORES, Calif.--(BUSINESS WIRE)--July 24, 2000 Open Source leader to meet global training challenge by implementing Saba 's learning management system for training automation and Internet-based learning infrastructure Saba (Nasdaq: SABA), the company that connects people to learning, announced today that Red Hat, Inc. (Nasdaq:RHAT), the leading provider of open source solutions for Internet infrastructure, has licensed Saba Learning for its global education services. Red Hat will use Saba Learning, whose open architecture and scalability will help Red Hat deliver enhanced training services and e-Learning through redhat.com.

"Our relationship with Saba completes the infrastructure to deliver our world class training and certification anywhere in the world, with expanded customer values," said Peter Childers, General Manager of training and certification programs at Red Hat. "Red Hat responds to our customers, and our customers have asked us for follow-on relationships, learning management, and e-learning options for Red Hat's leading training and certification programs. We will continue to roll out high quality classroom training and Internet-based learning on a scale that meets the needs and requirements of our customers."

"Red Hat's training and certification programs are coveted by Internet users around the world," said Bobby Yazdani, Saba president and CEO. "We, at Saba , are proud to be partnering with Red Hat to help deliver the worldwide training functions on the scale and speed its customers need."

Beginning in the fall, all students taking Red Hat courses anywhere in the world will be able to establish a learner profile on Red Hat's Saba Learning system. They will be able to identify knowledge gaps and obtain the appropriate learning to close those gaps. All their courses, new certifications, and progress will be tracked on Saba . Red Hat will use the Saba system to supply pre- and post-assessments, as well as to plan and deploy future course offerings.

With the addition of the e-Learning component already announced by Red Hat for fall, Red Hat adds even more value to its already strong classroom training and certification for RHCEs, and other Red Hat training offerings on open source programming languages, Internet technologies, and tools.

About Red Hat

Founded in 1994, Red Hat (Nasdaq:RHAT) is the leading provider of open source Internet infrastructure solutions, ranging from small embedded devices to high availability clusters and Web serving. Red Hat applies its technological leadership to create open source solutions for Internet infrastructure and post-PC environments, offers services backed by the best understanding of open source and the most comprehensive resources, delivers the brand of a widely trusted open source leader and corporate partner, and persists in an indelible commitment to the virtues of open source to lead a revolution in the computing industry.

Red Hat is based in Research Triangle Park, N.C. and has offices worldwide. Visit Red Hat on the Web at www.redhat.com. For investor inquiries, contact Lippert/Heilshorn at (212) 838-3777.

About Saba

Saba (Nasdaq: SABA), the company that connects people to learning, is a leading provider of e-learning infrastructure, which consists of Internet-based learning management systems, business-to-business learning exchanges, and related services. Our customers around the world rely on Saba e-learning infrastructure - and online and offline training from Saba 's learning providers - to increase competitive advantage by rapidly building critical skills throughout their extended enterprises of customers, partners, employees, and suppliers.

As of May 31, 2000, more than 2,800,000 people around the world and 30,000 learning offerings were "on Saba ." Customers include Anheuser-Busch (NYSE: BUD), Cisco (Nasdaq: CSCO), Ford (NYSE: F), General Electric (NYSE: GE), and i2 Technologies (Nasdaq: ITWO). Saba 's learning providers can be found at www. saba .com/exchange.

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Set	Items	Description
S1	20	(EDUCATION OR LEARN OR TEACH OR TRAINING) AND (CLASSROOM OR LECTURE) AND (SOFTWARE OR COMPUTER OR ONLINE) AND (ON-THE-JOB OR OTJ)
S2	6	S1 AND PD<20001201

Set	Items	Description
S1	323	(ONLINE OR WEB OR INTERNET)(1W)(AUCTION) AND (LEARNING OR - EDUCATIONAL OR TEACHING)(1W)(MATERIALS OR MATERIAL OR SOLUTIO-NS)
S2	76	S1 AND PD<20001201
S3	8	S2 AND PD<19991201

2/9/7 (Item 6 from file: 20)
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10447671 (THIS IS THE FULLTEXT)
ecampus.com Partners with UConnections.com to Provide a Full Range Of Services to College Students
PR NEWSWIRE
April 06, 2000
JOURNAL CODE: WPRW LANGUAGE: English RECORD TYPE: FULLTEXT
WORD COUNT: 527

Partnership Created to Save College Students Time and Money

LEXINGTON, Ky., April 6 /PRNewswire/ -- ecampus.com, the only full-service virtual campus bookstore, and UConnections.com, a student-focused Internet provider of e-commerce and information, today announced an agreement to provide UConnections.com users with access to ecampus.com's inventory of textbooks, books and other college related items. By partnering, these leading Internet companies have enhanced their ability to provide college students with a complete range of products and services by offering one-stop on-line access to everything from educational materials to pizza and music.

"This partnership between ecampus.com and UConnections.com will serve the college population with everything from scholastic supplies, such as textbooks and class materials, to extracurricular material, such as music, food and online magazines," states Steve Stevens, President and CEO of ecampus.com. "We are offering customers new, used and electronic textbooks, merchandise, apparel, supplies, furniture and services - all to make the college student's life easier."

UConnections.com, The Internet College Connection(TM), links students, alumni and everyone in the area to their colleges and offers them food delivery, rewards, music, clothing, discounts, games, events, athletics, and valuable local information and services. With the addition of ecampus.com to the UConnections.com site, students will be able to get their textbooks, books, as well as the stuff they want at discounted prices and all shipped for free. Through this relationship, ecampus.com will leverage UConnections.com's local presence to reach more of its target audience in order to build brand strength and identity.

"We believe ecampus.com is a great partner because it offers national reach for the products and services students need and have requested from us," said Ronald Stein, CEO of UConnections.com. "We feel that both UConnections.com and ecampus.com are dedicated to building lasting relationships that create value for students."

About ecampus.com

Lexington, Kentucky-based ecampus.com is the only full-service virtual campus bookstore. The innovative, award-winning company has created technology to provide products and services in all four quadrants of the e- commerce spectrum (business-to-business, business-to-consumer, consumer-to-business and consumer-to-consumer), including textbook and product fulfillment services for traditional and online education providers, general consumer products and services, an online auction and book buy back services. ecampus.com is highly knowledgeable about pre-college, college, and post- college consumers. Money Magazine named ecampus.com its favorite online textbook site in March 2000. For more information visit http://www.ecampus.com .

About UConnections.com

New York City based UConnections.com is a fast growing, locally focused Internet provider of e-commerce and information for the college market, alumni and those in the area. UConnections differentiates itself by being the only business-to-community firm in the college space. UConnections.com helps to fill a gap in the college market by becoming the 'grass roots' community site students can make their own. UConnections.com provides 2-click food ordering, local coupons, a comprehensive rewards program, features for campus groups and organizations, events, fun contests games and more. UConnections.com brings off-campus on-line to become The Internet College Comection. For more information visit http://www.uconnections.com .

/CONTACT: Doug Alexander of ecampus.com, Inc., 606-514-5200, or doug@ecampus.com , or Mia Dammen of UConnections.com, 212-684-2093, or mia@uconnections.com , or Coleman Smith of Alexander Ogilvy Public Relations Worldwide, 404-897-2300, ext. 2397, or csmith@alexanderogilvy.com , for ecampus.com, Inc./ 13:14 EDT

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S2	9	S1 AND PD<20001201
